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GENEVIEVE JORDAN,
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SOUTH AMERICA offers to the tourist from its sister continent,—cities filled with color, peopled with charming inhabitants, and, should one go searching,—unusual and interesting experiences.

Our first unusual experience presented itself rather early in the journey when lack of water forced the captain of our ship to stop at Bahia—a privilege for us. Imagine our astonishment to find a marvelous construction, just completed and equipped with Otis elevators, to transport us from the old city, at sea level, to the new "fifteen stories above."

Our entrance to the beautiful harbor of Rio was perfectly timed, the tropical sun setting behind those gorgeous and queer shaped mountains, leaving the sky for the rising moon—the lights of Rio visible in the distance. Nature has endowed the city with two of her choice gifts—a magnificent harbor, surrounded by the Organ mountains and their lofty peaks of Corcovada, Tijuca, Gavea and Sugar Loaf. The Brazilian, conscious of nature's endowment, has endeavored to be worthy of her gifts. A five-mile promenade of white marble, running parallel with the sea, beautiful avenidas, plazas, botanical gardens, and stately government buildings, are man's contribution to make Rio an earthly paradise.

"Why the streets look as if they were scrubbed", is the thought that first enters one's mind. Upon investigating one finds this to be true, because this result is achieved by twenty or more workers who following the sprinkling wagons, with their long handled brushes, gain for Rio its reputation for being the "Cleanest City in the World."

The two most famous avenidas of Rio—Rio Branco, its Market Street, and Ouvidor, its Grant avenue—provide a promenade of interest and entertainment to the foreigner. In addition to the natural beauty of the city, the hospitality offered by my friends in the American colony, together with the courtesies and kindnesses shown by the Brazilians, made me exclaim after Richard Halliburton, as my boat pulled from the shores of Rio, "When I die I don't want to go to heaven, I want to go back to Rio".

Before reaching Buenos Aires we stopped at Santos, the coffee center of the world, and drove to Sao Paulo, the second largest city of Brazil. Our next stop was Montevideo, where the Uruguayans were celebrating their Independence centennial. The Stars and Stripes floating in the Court of All Nations sent a

thrill of pride through us, for it was the first glimpse of our flag, we had had, since leaving New York harbor on June 27.

Arriving at Buenos Aires (rather B. A. as the Argentines prefer) four days after our departure from Rio, we were surprised to find the city in the midst of a revolution and under martial law. The army under General Uriburu had marched into the city on Saturday demanding the resignation of the Vice-President, to whom President Irigoyen had vested his power the previous Thursday. Receiving this resignation under pressure, the government passed into the hands of the new provisional government.

The purpose of the revolution had been accomplished, with no bloodshed, and General Uriburu and his cabinet took the oath of office on Monday, September 8, which was declared a holiday. But the evening festivities changed to surprise and horror with the sounds of shooting coming from the post office and Casa Rosada.

Theaters and public gatherings were cleared, and highways were guarded to check all exits from the city, as the panic stricken crowds sought refuge. The reason for all this?—who knows? Questions were asked as harrowing experiences were interchanged. The most plausible reason and the one generally accepted is as follows:

Messengers were sent simultaneously, by former senators or deputies, to these two buildings, stating if either heard firing it was because the other had turned traitor. And in the meantime a group of hirelings along the Plaza de Mayo started shooting into the air. Hence the "misunderstanding". A courtmartial order shortened the activities of the suspected deputies, after which the Argentines attempted to get back to normalcy.

The remainder of the week was spent sightseeing in the "Paris of America". The magnificent Opera House, the Old Cathedral, the famous Jockey Club, and fashionable suburbs, proclaim to the visitor the reason for its worldwide fame.

STARTING on the Trans-Andean trip, Sunday, September 14, and riding all that day through the wonderful grazing country and "estancias", we arrived next morning at Mendoza, the great wine center of Argentine. Here we changed to the narrow-gauge train, the most expensive and most beautiful rail route in the world.

Immediately upon ascending, we were surrounded by mountains of snow, sometimes being delayed while huge steam shovels preceded to clear the track. Our train was the first to get through in fifteen days, and we later learned that hardly had we passed when a great avalanche completely covered the tracks again.

The Inca Lake, Mt. Aconcagua, the monarch of the Andes, "Los Penitentes", a phan-

tastic rock formation, are some of the natural wonders that leave one awed and spellbound at their grandeur. At Los Cuives, the highest point of the railroad, we entered a tunnel two miles long, the meeting point of the Argentine and Chilean borders. Making a quick and hazardous descent on the Chilean side, we reached Santiago. After spending a day in this beautiful and progressive city, we took a train to Valparaiso, where we embarked on the Santa Clara for Panama.

The trip on the Santa Clara up the west coast was colored by stops at such interesting ports of call as Chanaral, Antofagasta, Tocopilla, who were then celebrating their Chilean independence holidays. In Peru, our first port of call, was Salverry, where similar to Miami, we drove along the sands to the Indian village of Trujillo, inhabited by the descendants of the Incas. Arriving at Callao, we drove into Lima, the oldest city of South America.

Here we arrived for the end of a revolution, found the city under martial law, while the statues and busts of the ex-president had been taken from the pedestals and dragged through the streets, and the principal Avenida "Leguia" lost its name with the downfall of the President. Although the government buildings and Inquisition palace were closed to visitors, a tour through the first and largest cathedral of South America, founded by Pizarro in 1535, the spacious Plaza de Armas, the oldest university, and the lovely new suburbs of Lima, were all intensely interesting.

At Panama my circle of South America ended, but the tour through this alluring country has left indelible memories of a most unique and interesting experience.

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The Flag and the Home

HELEN LEES WALTER, First Street School, Los Angeles

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Through the splendid co-operation of an enthusiastic faculty and student body, Mr. Ward's idea grew into a beautiful and impressive pageant, "The American Flag." About 125 of these foreign children became the makers of the Flag when they assumed the roles of Uncle Sam, Liberty, Christopher Columbus, Indians, Puritans, Colonials, Presidents of the United States, soldiers, sailors, nurses of the great wars, and the 48 United States.

A feature of great experimental and educational value to these foreign children was the personal appearance of nine veterans of the Civil War whose songs and speeches added much to the patriotic review.

This unique and colorful portrayal carried over to the pupils, teachers, and parents a glimpse of Mr. Ward's vision and was climaxed by the presentation of 435 beautiful American flags by the Barton-Logan Relief Corps of Los Angeles to help carry out this worthy ideal of A FLAG IN EVERY HOME.

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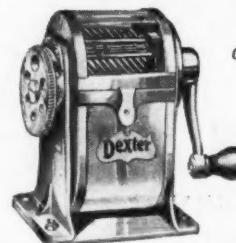
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Charles Webster Ward,
Principal, First Street School, Los Angeles

Mrs. Eva Marshall Camp, general supervisor of Amador County Schools, with headquarters at Jackson, reports a notable project of the Plymouth Grammar School, which involving the collecting of representative pieces of wood from each of the states and the fashioning of them into a wooden map of the United States.



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Placement Service for C. T. A. Members

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EARL C. GRIDLEY

CALIFORNIA TEACHERS ASSOCIATION maintains a placement service for members of the Association and for school boards, superintendents, and other employing officers who are seeking qualified teachers. Earl G. Gridley is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston. Teachers interested in Southern California placement should register in the Los Angeles offices — 307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558.

A November Message

THE primary election is behind us. The record of the 1930 convention of school superintendents has been written into our history. Before us is the General Election. Almost at its heels will come the meeting of the Council of Education, conventions and institutes, the Christmas holidays, and then the sessions of the state Legislature.

There are busy, thoughtful days ahead of the teachers of California. Every teacher and every one interested in education should support **Amendment No. 3** on the ballot November 4. This amendment will allow legislation which should provide an increased and adequate salary for our State Superintendent of Public Instruction.

Information on **Amendment No. 2** points to the fact that the firemen of the state are opposed to this amendment and are asking all of their friends and those interested in welfare work, to vote against it. J. W. Stevens, State Fire Marshal, one of the most earnest workers for the interests of the firemen, is opposing the amendment, and declares that the plan is not workable and would needlessly divert state funds. We therefore change our former recommendation and oppose the amendment.

The Board of Directors, **California Teachers Association**, and several committees will be in session December 12 at Los Angeles. California Council of Education will also meet there December 13.

Southern Section with its 22,000 teachers will convene at county seats surrounding Los Angeles December 15-16 and in the big metropolis December 17-18-19.

Central Coast Section, 1000 teachers in number, will assemble December 15-19 at Santa Cruz.

Central Section will hold meetings December 17-19 at Fresno, Bakersfield, Tulare and Merced, with 4500 teachers in attendance.

Bay Section, 12,000 strong, will gather in San Francisco December 15-17.

Dr. Willis A. Sutton, President, N. E. A.; Florence Hale of Maine; Cameron Beck, Personnel Director, New York Stock Exchange; Clare Soper of London, England; and more than thirty other leading educators, editors, authors, and business men, will be on the programs.

Legislative programs are engrossing our attention. W. F. Ewing's report covering state printing of textbooks is worthy of the greatest consideration.

George B. Buck is busily engaged preparing statistics for the **retirement** measure. His proposals will be based on actuarial principles. California will be asked to give a fixed amount. The teachers will deposit a certain percentage of their salaries. On retirement they will get whatever their deposit will buy as an annuity plus the pension from the state. If a teacher leave the service before retirement, her deposits with interest will be returned. If a teacher die before retirement, her deposits and interest will go to her estate. An actuarial plan will cost more than our present system but it will be financially sound.

The proposed **tenure** bill is given in full in this issue of the Sierra Educational News. The committee has endeavored to prepare a measure which will give teachers full protection and also guarantee to the trustees that the teachers ask only a fair hearing should their services be no longer required.

Articles on financing public education by Dr. Fletcher Harper Swift and Dr. E. H. Staffelbach are being presented. Teachers should inform themselves of the need of different tax plans. California schools must be financed. The home owner, the store-keeper, and the farmer, should not be the big sources of supply for school funds.

The N. E. A. Convention will be in **Los Angeles** in 1931.
California should look forward to an educational feast.

As a famous teacher once wrote, "Think on these things".

Roy W. CLOUD,
State Executive Secretary.

SIERRA EDUCATIONAL NEWS

NOVEMBER

1930



Volume XXVI

Number Nine

State Printing of School Texts

VIGOROUS opposition to the present system of state printing of school texts, approval of the abolition of this system, and strong disapproval of any extension of the system,—was expressed at the recent Tahoe meeting of California school superintendents.

A strong and representative state committee, headed by W. F. Ewing of Oakland, presented a lengthy report, which was unanimously adopted, and which in part is as follows:

I. Conclusions by Travis

V. A. Travis, graduate student at the University of California, has made a thorough study of supplementary books in the California elementary schools. From the information secured by this investigation the following conclusions have been reached:

1. The present provisions made by the state to supply free textbooks are **inadequate**. The major portion of the burden of providing books with which to

carry on instruction is borne by the **individual districts**, and not the state. Furthermore, it does not seem probable that the state will be able to comply properly with the constitutional provision concerning free textbooks unless the policy of state publication is abandoned or some arrangements are made whereby any book deemed necessary for instruction in the elementary schools can be made available by the state.

2. The shifting of the responsibility of providing the books with which to carry on instruction in the elementary schools from the state to the individual districts has made it necessary to use funds intended for other purposes to provide these books.

3. The shifting of the responsibility of providing these books from the state to the individual districts has been unfair

(Continued on Page 53)

The following comparisons by Travis show something of the extent of the responsibility of providing books assumed by the state and the extent of the responsibility assumed by individual districts.

Year	Expenditures for textbooks by the State	Expenditures for supplementary books by individual districts
1925-26...	\$263,448.42	\$552,742.05 2+
1926-27...	314,561.76	564,730.50 1.8
1927-28...	430,676.31	600,643.18 1.4
1928-29...	.....	582,938.15
	(Grades 1-8 inc.)	(7th and 8th grades not inc. in jr. high schools)

The Tahoe Meeting

Roy W. Cloud

THE annual convention of county, city, and district superintendents of schools and rural supervisors, was held at Tahoe Tavern, September 29 to October 2. Hon. Vierling Kersey, State Superintendent of Public Instruction, was in charge.

Miss Edna Stangland of the Division of Adult Education in the State Department, assisted Mr. Kersey in planning hotel accommodations and in securing meeting places for the various conferences, general sessions and committee meetings.

The conference and committee meetings were held in the afternoons. General sessions were held during the morning hours.

On Monday morning Hon. C. L. McLane, president, State Board of Education, presided. After the invocation by John F. West, city superintendent, Albany, Dr. Joseph Marr Gwinn, city superintendent, San Francisco, and president of the California Teachers Association, discussed the problems now confronting the Association and told something of the proposed legislation covering the different matters under consideration. Hon. Vierling Kersey, State Superintendent of Public Instruction, then talked on the topic of a statewide education program and the responsibilities placed upon his hearers.

At the Phi Delta Kappa luncheon William F. Ewing, assistant superintendent, Oakland, presided. Lester B. Rogers, dean of the school of education, University of Southern California, talked on leadership. Dean W. W. Kemp of the University of California at Berkeley talked on service. Dr. William M. Proctor, professor of education, Stanford University, presented the thought of research.

During the afternoon a number of conferences were held. Dr. Fletcher Harper Swift, University of California, had charge of the meeting which discussed the financing of public education.

W. E. Givens, superintendent, Oakland city schools, presided at the Legislative Committee meeting. L. E. Chenoweth, superintendent, Bakersfield city schools, presided over the city superintendents conference and had as his conference leaders W. L. Stephens of Long Beach, Walter Hepner of San Diego, Walter Bachrodt of San Jose and O. S. Hubbard of Fresno. Roy Good presided over the district superintendents where those discussing different phases of school work were C. L. Geer of Coalinga, Will E. Wiley of Lodi, H. G. Clement of Redlands and A. R. Clifton of Monrovia.

Mr. Kersey presided over the combined county superintendents and rural supervisors section. This program was made up of speeches by Arthur S. Gist, president, Humboldt State Teachers College; Dr. Harvey L. Eby of the University of California at Los Angeles; Dr. Frank Thomas, president, Fresno State Teachers Col-

lege; Gladys Potter, rural supervisor, San Bernardino County; and Clarence W. Edwards, superintendent of Fresno County schools.

At the dinner session the Association of California Public School Superintendents met, with President Walter T. Helms of Richmond presiding. Reports were made by Dr. Swift on financing public education; A. R. Clifton of Monrovia on administrative units in education; William F. Ewing of Oakland on state printing of school books in California.

At the Tuesday general session H. S. Upjohn, superintendent of Los Angeles County schools presided; Paul G. Ward of Hemet acted as secretary.

As the opening number Jennings Pierce of the Standard School Broadcast and the three young ladies of the Arion Trio (who so greatly entertain the schools of the state every Thursday morning in the Standard School Broadcast) gave a three-quarter hour demonstration of music and music appreciation. Mr. Pierce gave an exact reproduction of the manner of presenting a school broadcast, while the young ladies of the Trio presented their parts as they do every Thursday morning.

Dr. Swift on School Finance

Dr. Swift gave a talk on the needs of financing public education and Dr. Ernest C. Moore, vice-president of the University of California at Los Angeles, dwelt upon the philosophy of education.

At the luncheon meeting which considered teacher training Mrs. Evelyn Clement, State Department of Education, presided. Dean Rogers and Dr. Alexander C. Roberts, president, San Francisco State Teachers College, presented matters of interest in their respective fields.

Walter L. Bachrodt of San Jose presided at the Adult Education luncheon. Dr. Lyman Bryson, director, California Association for Adult Education, was the speaker.

At the conferences in the afternoon Miss Heffernan presided for Miss Ada York. Miss Emily Rothlin, rural supervisor of Lassen County, acted as secretary. The subject was "Teachers guide to child development, primary unit". It was discussed by Arta Bradt of Placer County, Lida McCoid, rural supervisor of Los Angeles County, Mrs. Ethel S. Ward of Shasta County, and Helen Heffernan.

Andrew P. Hill, Jr., chief of the division of schoolhouse planning, State Department, was in charge of the conference on schoolhouse planning.

N. P. Nielson, chief of the division of health and physical education, presided at the health, physical education, athletics and recreation conference.

Mrs. May L. Cheney, appointment secretary, University of California, presided at the teacher placement conference.

Ira W. Kirby, chief of the bureau of business education, State Department, was in charge of the conference on radio education, while Nicholas

(Continued on Page 55)

Proposed California Tenure Law

Preliminary Draft of Tenure Law with Proposed Amendments

Note: The proposed amendments to the tenure law are not here presented in the form of a measure for submission to the Legislature. In order to indicate more clearly the effect of the proposed amendments, the entire body of the tenure law has been set forth with the proposed amendments incorporated therein. The tenure law as set forth hereinafter represents, therefore, the law as it would appear were the proposed amendments actually enacted into law. The new features are indicated by black underlining and by bracketing.

SCHOOL CODE

DIVISION V—TEACHING FORCE

PART III. PRINCIPALS AND TEACHERS

Chapter I. Employment

Article I—Employment of Persons for Positions Requiring Certification Qualifications

5.400. Boards of school trustees, and city, and city and county boards of education shall have power and it shall be their duty to employ persons in public school service requiring certification qualifications as provided in this Code.

5.401. Persons in positions requiring certification qualifications may be elected for the next ensuing school year on or after the first meeting of the governing board of the district as reorganized on the first day of May, and each person so elected shall be deemed re-elected from year to year except as hereinafter provided.

5.402. Any employee not a permanent employee, who shall fail to signify his acceptance within twenty days after notice of his election or employment shall have been given him by the clerk or secretary of the governing board of the school district, or shall have been mailed by the clerk or secretary of the governing board by depositing such notice in the United States post office, with postage thereon prepaid, addressed to such person at his last known place of address, shall be deemed to have declined the same.

5.403. The county superintendent of schools shall be given immediate notice in writing of the employment of persons for positions requiring certification qualifications, on blanks furnished by the superintendent of public instruction, stating the name and address of each person so employed.

5.404. Nothing in this Part shall be construed in such manner as to deprive any person of his rights and remedies in a court of competent jurisdiction on a question of law and fact.

5.405. Nothing in this Part shall be construed so as to repeal or negate any provisions concerning employees of school districts contained in the charter of any city, county, or city and

county, heretofore or hereafter adopted and approved in conformity with Article XI of the Constitution of this state.

5.406. All employments under the provisions of this Part shall be subordinate to the right of the Legislature to amend or repeal this Part or any provision or provisions thereof at any time, and nothing herein contained shall ever be held, deemed or construed to confer upon any person employed pursuant to the provisions hereof a contract which will be impaired by the amendment or repeal of this Part or of any provision or provisions thereof.

5.407. Nothing in this Code shall be construed as prohibiting the employment of persons in positions requiring certification qualifications for less than a full school year.

Chapter III. Classification of Persons in Positions Requiring Certification Qualifications

Article I. Permanent

5.500. Every employee of a school district of any type or class, who after having been employed by the district for three complete consecutive school years in a position, or positions, requiring certification qualifications, is re-elected for the next succeeding school year to a position requiring certification qualifications shall, except as hereinafter otherwise provided, at the commencement of said succeeding school year, be classified as and shall become a permanent employee of the district.

5.501. Every employee of a school district of any type or class, having an average daily attendance of less than 300 pupils, who, after having been employed by the district for three complete consecutive school years in a position, or positions, requiring certification qualifications and is re-elected for the next succeeding school year to a position requiring certification qualifications, shall, at the commencement of the said succeeding school year, upon the recommendation of the county superintendent of schools

having jurisdiction over the district, be classified as and shall become a permanent employee of the district. Nothing in this section shall be construed as affecting any permanent employee classified as such at the time this section takes effect.

5.502. No person employed in an administrative or supervisory position requiring certification qualifications shall be classified as a permanent employee other than as a classroom teacher.

Article II. Probationary

5.510. Boards of school trustees, and city, and city and county boards of education shall have power and it shall be their duty to classify as probationary employees, those persons employed in positions requiring certification qualifications for the school year, and who have not been classified as permanent employees.

5.511. The classification shall be made at the time of employment and thereafter in the month of July of each school year.

Article III. Substitute

5.520. Boards of school trustees, and city, and city and county boards of education shall have power and it shall be their duty to classify as substitute employees those persons employed in positions requiring certification qualifications from day to day for less than one school year, to fill positions of regularly employed persons absent from service or who are employed in positions requiring certification qualifications in emergency or temporary schools or classes.

Chapter VII. Resignations, Dismissals, and Leaves of Absence

Article I. Resignations

5.640. Boards of school trustees, and city, and county boards of education shall have power and it shall be their duty to accept the resignation of any employee and to fix the time when such resignation shall take effect, which date shall not be later than the close of the school year during which time such resignation shall have been received by the board.

Article II. Dismissal of Permanent Employees

5.650. No permanent employee shall be dismissed except for one or more of the following causes: immoral or unprofessional conduct, incompetency, evident unfitness for service, persistent violation of or refusal to obey the school laws of California, or reasonable regulations prescribed for the government of the public schools.

5.651. The governing board of any school district may dismiss any permanent employee for

one or more of such causes as hereinafter provided.

5.652. Upon the filing of written charges, duly signed and verified by the person filing the same, with the governing board of a school district charging that there exists a cause, or causes, other than immoral conduct, for the dismissal of a permanent employee of said district, the said governing board shall, in writing, give notice to the said permanent employee that he will be dismissed at the end of the then current school year, unless said employee demands a hearing as hereinafter provided. Said notice shall be sent by United States registered mail to the said permanent employee at his last known address. A copy of the charges filed together with a copy of this Article shall be enclosed with the notice of suspension. If the employee does not demand the hearing, he shall be dismissed at the end of the then current school year.

5.653. Upon the filing of written charges, duly signed and verified by the person filing the same, with the governing board of a school district charging a permanent employee of said district with immoral conduct, the said governing board shall immediately suspend said employee from his duties and shall give notice in writing to the said employee of his suspension and that thirty days after the mailing of such notice he will be dismissed unless said employee demands a hearing as hereinafter provided. Said notice shall be sent by United States registered mail to the said employee at his last known address. A copy of the charges filed, together with a copy of this Article, shall be enclosed with the notice of suspension and dismissal. If the said employee does not demand the hearing provided, he shall be dismissed thirty days after the mailing of the notice hereinabove provided.

5.654. Within thirty days from the date of mailing either of the notices hereinbefore provided to an employee against whom charges have been filed as hereinabove provided, said employee may demand a hearing before the said governing board upon the charges filed against him. Said demand must be in writing.

5.655. Upon the receipt of a demand in writing of a hearing upon the charges, the governing board shall fix a time for the hearing of said charges, said time to be within thirty days of the receipt by the board of the demand for such hearing. Notice of the time and place where the hearing is to be held together with a copy of the charges and of the rules and regulations prescribed by the board for the conduct of the hearing shall be sent by United States

registered mail to the employee at his last known address at least two weeks before the time set for the hearing.

5.656. The employee against whom the charges have been filed and the person preferring such charges shall have the right to be represented by counsel, to call witnesses and to examine and cross-examine such witnesses.

5.657. No witness shall be permitted to testify except upon oath or affirmation.

5.658. The governing board shall prescribe reasonable rules and regulations for the conduct of the hearing and shall select a person who need not be a member of the board to preside at the hearing. The board shall employ a competent reporter who shall make a literal record of the proceedings of the hearing and who shall, within ten days after the conclusion of the hearing, furnish the person who filed the charges against the employee, the governing board, and the employee heard, one copy each of his record. He shall certify each copy as correct.

5.659. The hearing must be concluded within ten days after the commencement of the hearing.

5.660. The employee shall not be dismissed except upon the affirmative vote of a majority of the board and no member of the board shall be permitted to vote who has not been present during the entire hearing. The board shall vote and publicly announce the vote within ten days after the conclusion of the hearing.

5.661. Should an employee be dismissed under this Article for immorality, the county board of education which issued the certificate under which the employee was serving at the time of his dismissal shall be sent a copy of the reporter's transcript of the hearing by the governing board dismissing the employee, accompanied by a request that the certificate or certificates issued by said county board of education be revoked.

5.662. Any permanent employee dismissed for cause under the provisions of this Article may within twenty days thereafter appeal to the Superintendent of Public Instruction for a review of the action of the governing board. The appeal shall be accompanied by a copy of the reporter's record of the hearing before the governing board which must be certified as correct by the reporter. The Superintendent of Public Instruction shall, within sixty days after the receipt of the appeal by him, render a written decision affirming or reversing the action of the governing board, one copy of which shall be sent to the clerk of the governing board dismissing the employee and one copy to the employee. The Superintendent of Public Instruction shall render his decision solely upon the

certified copy of the record of the hearing before the governing board. If the decision of the Superintendent of Public Instruction reverses the action of the governing board, the employee shall, within ten days after the receipt of a copy of the decision by the clerk of the governing board, be reinstated in the position from which he was dismissed, and shall be paid full salary by the governing board for the period between his suspension or dismissal, as the case may be, and his reinstatement.

5.663. No action shall be commenced in any court by any employee of any school district of any kind or class dismissed under the provisions of this Article unless commenced within thirty days after the Superintendent of Public Instruction has rendered his decision on an appeal taken by the said employee as hereinbefore in this Article provided.

Article III. Dismissal of Probationary Employees

5.670. Boards of school trustees, and city, and city and county boards of education shall have the power and it shall be their duty to dismiss probationary employees during the school year for cause only, as in the case of permanent employees.

5.671. On or before the fifteenth day of May in any year the governing board may give notice in writing to a probationary employee that his services will not be required for the ensuing year.

Such notice shall be deemed sufficient and complete when delivered in person to such employee by the clerk or secretary of the governing board of the school district or deposited in the United States registered mail with postage prepaid, addressed to such employee at his last known place of address.

Article IV. Dismissal of Substitute Employees

5.680. Boards of school trustees, and city, and city and county boards of education shall have power and it shall be their duty to dismiss substitute employees at any time at the pleasure of the board.

Article V. Decrease in Number of Permanent Employees

5.690. It is hereby provided that whenever it becomes necessary to decrease the number of permanent employees in a school district on account of a decrease in the number of pupils attending the schools of such district, or on account of the discontinuance of a particular kind of service in such district, the governing

board may dismiss such employee at the close of the school year.

5.691. If the dismissal of such employee shall become necessary on account of the decrease in the number of pupils attending the schools of the district, such employee so dismissed shall be the last person engaged in the type of work so discontinued.

5.692. If such service is re-established within one year from the time of such discontinuance, the employee so dismissed shall have the preferred right to re-appointment.

5.693. The board shall give any person who shall be dismissed under this Article a statement of honorable dismissal.

* * *

The First Year of Life, by Charlotte Buhler (translated by Greenberg and Ripin) is published by the **John Day Company**, New York. Dr. Buhler is professor of child psychology at the University of Vienna, and has written an authoritative account of infancy. \$3.50.

Summer Seas

DOROTHY E. FRANKE, Grossmont

MAGIC seas:

They spanked the sand and rushed and fled
And rushed again and gasped for breath,

They overleaped themselves in play
And laughing loudly, ran away,

They curved into seductive smiles
And would have dragged my bones for miles,

But I was in a mood for fight—
I grabbed a crest, and rode to life.

Siren seas.

The Giant Sequoia: California's Tree

FLOYD E. DEWHIRST, *Excelsior Union High School, Norwalk*

Inspired by the hoary giant redwoods of General Grant National Park

MONARCH of living things God has created,
Standing in majesty, guarding the forest,
Oldest of creatures which dwell on his footstool,
Dreaming of days when this old world was youthful.
Growing with vigor, a sturdy young sapling
Saw the sun mount, which had just set in Egypt,
Sending to rest the tired slaves of the Pharaoh,
Wearied with hewing the stones, and with hauling
Pyramid blocks for a vain heartless despot.
Grown to maturity, centuries later,
Watched the days pass, while in Palestine wandered
One who for all had a message of comfort,
Health for the sick and relief for the weary,
Balm for the souls of those stumbling in darkness,
Now in ripe age, he still watches the seasons,
Year follows year until decades are cycles;
Men may seek wealth, barter life for position,
Chase after bubbles which vanish on grasping;
Nations may rise and old empires may vanish;
Still, through the years, stands this monarch unruffled.
Storms cannot bow his crown, scarred by the lightning,
Fires, which destroyed all his weaker companions,
Marred his gnarled roots but checked not his lifeblood.
Youth, through his veins, courses almost eternal,
Foliage green decks his branches with beauty,
Red is his bark, and his heart, likewise, ruddy;
Regal he stands, clothed with grandeur, majestic,
Towering huge, this old ruler titanic.

Who Pays the Taxes?

The Incidence of Taxation in California Under the Present System

Herewith is continued the series of articles on school finance which was begun in the October issue and also published in bulletin form.

DR. ELMER H. STAFFELBACH

*Director of Research
California Teachers Association*

A STUDY of the incidence of taxation in this state will be most confusing unless the nature of the system itself be kept clearly and constantly in mind. The nature of the California system of taxation can be best shown, perhaps, by a brief history of its evolution.

The Evolution of the California Taxing System

Prior to 1911, the State of California shared with the local and county units of government in taxing common property. In 1906 the State Commission on Revenue and Taxation proposed a new taxing system, revolutionary in character, which would separate state sources from those of the county and local units.

After four years of agitation and discussion the people, November, 1910, adopted Amendment Number One to the State Constitution, which provided for the divorcing of state and local tax sources.

The new plan withdrew from local taxation the operative property of all classes of public utilities except water companies, warehouses and highway and water transportation companies, and imposed state taxes on their gross receipts.

It imposed state taxes on banks and insurance companies, from which could be deducted the amount of property taxes paid locally by such institutions, and put a franchise tax on all corporations not subject to these special taxes. State tax rates could be changed only by a two-thirds vote of the legislature.

The state also retained the inheritance tax, and until 1915 continued a general state property tax at a low rate for the support of the Panama-Pacific Exposition.

Stated Reasons for Making the Change

The avowed purposes of the framers of Amendment Number One in instituting the new system of taxes were many. It was, they declared, a long step in the direction of tax reform.

Among other desirable things it would bring about a "more equitable distribution of tax burden among all classes of taxpayers," and afford "relief to real estate."

In the latter connection, the report reads: "As over-taxation of real estate is far and away the very worst evil of our present system, the Commission feels particularly gratified that it has been able to devise a plan which will afford to this class of taxpayers a substantial relief."¹

It appears to have been the thought of the proponents of Amendment Number One that the state would continue to bear about the same proportion of public costs as it bore in 1910, and that such state costs would, from the time of the division of sources, fall largely upon the corporations.

The inheritance tax, up to the time of the 1910 amendment, had never produced as much as a million dollars, and with the discontinuance of the state property tax, there remained as the only significant source of state revenue the taxes on the corporations.

It needs hardly to be said that these purposes have not been achieved. Instead, the system has in many ways worked directly contrary to such expectations.

The Incidence of Public Utility Taxes

"He is a bold person indeed," said the Tax Commission, reporting in 1929, "who will undertake to state with precision who finally pays the utility taxes levied by the state of California . . .".² "Under conditions as they exist today, your Commission is convinced that a substantial portion of the utility taxes are shifted to the consumers of the services offered by the public utilities . . .".³

"The assumption that the tax burden is fairly distributed when apportioned according to the amount each citizen pays for public utility service, needs only to be stated to have its faults revealed. It is the conclusion of this Commission that the taxes on public utilities should not be designed primarily as indirect consumption taxes on individuals, but rather primarily as benefit or privilege taxes."⁴

It appears from these quotations from an impartial body of experts who have studied the matter intimately that, at least to some extent, corporation taxes are not taxes upon corporations but upon the consuming public. In other words, the burden of state taxes falls in about

1. Report of the 1906 Commission, page 88.

2. Final Report of the California Tax Commission, 1929, p. 71.

3. Ibid. p. 47.

4. Ibid. p. 72.

the same place that the general property tax falls—upon the people of the communities.

In addition, new forms of state taxes, and the enrichment of older sources, have done much to relieve the corporations of the costs of state support. The inheritance tax which before 1910 had never yielded as much as one million dollars, returned to the state in 1928 nearly eleven million dollars. The gasoline tax, passed in 1923, yielded as the state's share in 1928 over fifteen and one-half million dollars. Thus the corporations have, both directly and indirectly, been relieved of much of the burden of state support.

State Tax Receipts Analyzed

An analysis of state receipts by sources will make the foregoing statements evident. The figures on Plate I,⁵ which follows, pictures a percentage distribution of state receipts by sources for the years 1911-1912, 1921-1922, and

⁵. From figures taken from the Report of the California Tax Commission. 1929. p. 22.

1927-1928. It will be seen that in the year 1911-1912 the first year of the application of the dual system, the corporations were the source of 69 per cent of all state revenues. Inheritance, general property, and miscellaneous (including poll) taxes were the sources of the rest of the receipts.

By 1921-1922, the first year of the increased rates on corporations under the King Tax Bill, the corporations are paying 70 per cent of the state receipts—approximately the same proportion as in 1911-1912. Here, however, inheritances have doubled, gasoline and motor vehicle taxes have been added, and the general property tax has been dropped.

The figure giving the analysis for the year 1927-1928 shows the corporations providing only 48 per cent of the state's revenues, while inheritance taxes and gasoline and motor vehicle taxes made up an even one-half of all state receipts.

This does not mean, of course, that the corporations are paying less taxes than formerly.

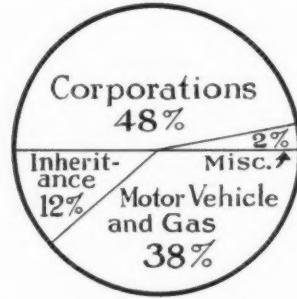
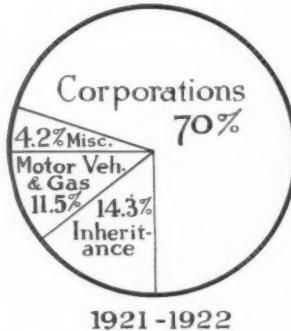
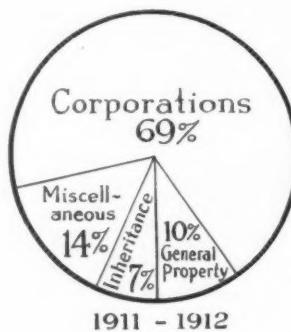


Plate One

Percentage Distribution of State Tax Receipts by Sources in
1911-1912, 1921-1922, and 1927-1928

The amount of their taxes increased from \$11,558,000^a in 1911-1912 to \$45,790,000^b in 1927-1928. It does mean, however, that they are paying proportionately less of the state taxes, and far from supporting all state expenditures, as is sometimes claimed, they are at present paying less than half of them.

6. Final Report of the California Tax Commission, 1929, page 22.

Table 1. Sources of revenue collected by the State for the years 1911-1912, 1921-1922, and 1927-1928. (Amounts given in millions of dollars.)

Year	Public utilities banks, etc.		General property		Inheritance		Motor vehicle and gasoline		Miscellaneous	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1911-1912	\$10,386	69%	\$ 1,467	10%	\$ 1,083	7%	\$ .....	.....	\$ 2,096	14%
1921-1922	\$31,100	70%	.....	.....	\$ 6,345	14.3%	\$ 9,114	11.5%	\$ 1,877	4.2%
1927-1928	\$45,334	48%	.....	.....	\$10,968	12%	\$36,112	38%	\$ 1,566	2%

Note:—The data of the Table are taken from the Final Report of the California State Tax Commission, 1929. Table 1-3, page 22. ff.

Table 2. State receipts from taxes on corporations; combined receipts from city, county, and district property taxes; percentage which state receipts from corporations is of combined receipts from city, county, and district taxes on common property. Figures for 1911-1912, 1921-1922, and 1927-1928. (1)

Year (in thousands)	City, county, State receipts from taxes on corporations		Percentage of column 1 Property tax (in thousands) column 2
	Column 1 (in thousands)	Column 2	
1911-1912	\$11,558 (4)	\$59,500 (2)	19.5%
1921-1922*	32,352 (4)	162,800 (2)	19.9%
1927-1928	45,790 (4)	276,500 (3)	16.5%

1. The figures of this table are taken from the Final Report of the California Tax Commission, 1929. Table 1-3.

2. Does not include special assessments (for municipal improvements, drainage, etc.) concerning which no figures are available for the years 1911-1912 and 1921-1922.

3. Does not include special assessments estimated by the Tax Commission to be over 85 million dollars. If this amount be added to Column 2, the percentage in Column 3 dwindles to 13.2 per cent. (See Table 1-9, 1929 Report of the California Tax Commission, page 34.)

4. Includes both corporation license taxes and corporation license fees.

* The year 1921-1922 was the first application of the greatly increased rates on corporations under the King Tax Bill. For the year previous the percentage in Column 3 was only 15.2 per cent.

Another Kind of Shifting

The process of shifting taxes to the consumer is so old that it is venerable, even if not strictly honorable. The invention of new taxes as a means of avoiding old ones is newer, and goes to show the possibilities of conscious or unconscious trickery in modern public finance.

But there has been, and is, another type of shifting of tax burden taking place in California

that is even more vicious and unfair than the two called to the reader's attention above. This is the tendency to place upon the county and local communities, and thus upon common property, an inordinate share of the increase in public costs.

Everyone knows that public expenditures are on the increase, and that they will continue to increase, not through extravagance, but because the people are demanding more, and more expensive, services from the government whether state, county, or local. The people want better streets and roads, better police, fire and health protection, better education for their children. And such things have to be paid for.

Increases in costs of this nature are being shifted unfairly upon the common property of the state.

Statistical Evidence of Such Shifting

A comparison of the state revenues from corporations with city, county, and district revenues from taxes on common property will reveal in a manner impossible to be mistaken that this type of shifting is taking place Table I (above) sets forth such comparisons.

By Table 2 it will be seen that the first year Amendment Number One went into effect (1911-1912), the corporations paid in state taxes 19.5 per cent as much as the total of all city, county, and district taxes for that year. In 1921-1922, the first year of the increased rated under the King Tax Bill, the percentage was 19.9 per cent. By 1927-1928 this ratio had

declined to 16.5 per cent. And if special assessments for paving, drainage, etc., to the estimated extent of 85 millions be added, the percentage for 1927-1928 dwindles to 13.2 per cent.

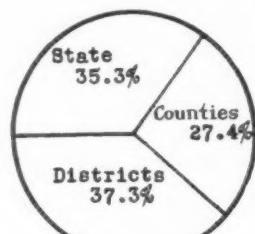
Results in Terms of Public Education

"For over forty years," say a Biennial Report of California State Department of Education⁷, "the state contributed more toward the support of elementary schools than did the counties and

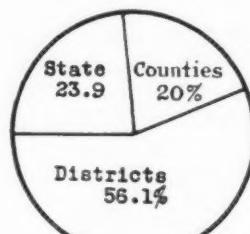
7. California State Department of Education Biennial Report 1919-1920, p. 22.

districts combined." And as recently as 1906 the state contributed to the elementary schools \$3,880,740 (51 per cent of the total), while the counties and districts contributed but 49 per cent or \$3,681,448.

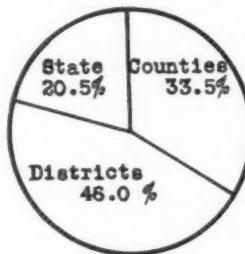
Reference to the series of figures on Plate II will reveal how far short the state has fallen from its former record. The figures represent the percentage of school costs (kindergarten, elementary, high school, and junior college) contributed by the state, by the counties, and by the districts.



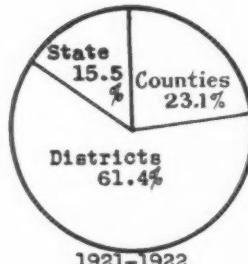
1905-1906



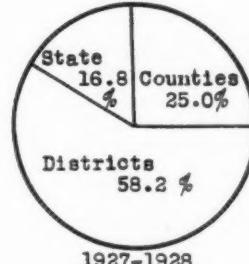
1911-1912



1915-1916



1921-1922



1927-1928

Plate Two

Percentage Distribution of Receipts for Kindergarten, Elementary, High School, and Junior College Education Combined, by Sources, 1905-1906, 1911-1912, 1915-1916, 1921-1922, and 1927-1928.

Note: Prior year balances, federal contributions, and collections for interest and redemption of bonds are not included. (See Table 3.)

Table 3. Distribution of Receipts¹ for Kindergarten², Elementary, High School, and Junior College³ Education by Sources. 1905-1906, 1911-1912, 1915-1916, 1921-1922, and 1927-1928.

Year	From the State		From Counties		From Districts	
	Amount	%	Amount	%	Amount	%
1905-1906.....	\$ 4,091,000	35.3	\$ 3,182,000	27.4	\$ 4,317,000	37.3
1911-1912.....	6,111,000	23.9	5,133,000	20.0	14,290,000	56.1
1915-1916.....	6,546,000	20.5	10,820,000	33.5	14,800,000	46.0
1921-1922.....	15,814,000	15.5	23,645,000	23.1	62,814,000	61.4
1927-1928.....	23,621,000	16.8	35,093,000	25.0	81,853,000	58.2

The figures on Plate II speak for themselves. In 1906, before state support was made the nominal obligation of the corporations, the state was paying more than 35 per cent of all costs for public education. In 1911-1912, the first year under the new plan of state support, this percentage had fallen to 23.9 per cent. By 1916 it had dropped to 20.5 per cent. From 1916 to 1920 another drop of 5 per cent occurred, and in 1928 we find the state paying but 16.8 per cent of all costs of public education from the kindergarten through the junior college.

Conclusions

The conclusions of this study are obvious before they are stated. It remains merely to summarize what has already been set forth.

1. It appears from the statements of the impartial Tax Commission that a substantial portion of the taxes on public utilities are shifted to the consumers, and that such taxes instead of being drawn from the corporations are in reality imposed upon the people of California communities.

2. The statistics presented here show that the original purposes of Amendment Number One have been defeated, inasmuch as through the invention of new tax sources, and the enriched returns from older sources, the corporations are at

1. Note: The figures of Table 3 are taken from the Biennial Reports of the State Department of Education. Prior year balances, federal and miscellaneous contributions, and receipts for the interest and redemption of bonds are not included.

2. The support of the kindergarten falls entirely upon the local district. State and county make no contribution to its support.

3. The state junior college fund is derived entirely from federal apportionments to the state on account of income from public mineral lands. In a strict sense this is a federal contribution.

present paying less than half the total of state costs.

3. It is evident that, as stated in the language of the Tax Commission, "real estate" has been made the "residuary legatee of the troubles generated by the failure of the other parts of the system."

The shifting of increasing costs from the state to the local communities has placed intolerable burdens upon common property, and in this way has emphasized economic inequalities among counties and local districts, rendering them in many cases unable to provide adequately for their public needs, or to furnish suitable education for their children.

• • •

Life of a Trapper

I am enclosing a poem "The Life of a Trapper" written by Arvid Bernard Peterson, aged eleven and in my fifth grade. This poem comes as a result of his intense interest in trapping and stories of trappers during the past year. Should this poem merit publication in the Sierra Educational News, we wish you to accept it as our contribution. Sincerely yours, Frances R. Gray, Principal, Vincent School, Merced County. (Two Teachers.)

TRUDGING, trudging o'er the snow,
On his way he has to go,
Looking at a trap or snare,
Now he catches a little hare.

When a wolf howls at night,
He gets up and finds a light,
Then he goes out into the cold,
Because his life is very bold.

When at night the wind blows high,
And the stars are not in the sky,
Then the trapper waits in vain
For the dawn to come again.

New Sources of School Revenue Needed

DR. FLETCHER HARPER SWIFT
Professor of Education, University of California

THREE is no disagreement among the clear-thinking citizens of California as to the necessity of discovering some means for relieving the burdens of the general property tax. Our public schools receive what appear to be very generous appropriations from the state.

Nevertheless the majority of the moneys for our public schools are provided by county and district general property taxes, i. e., taxes levied chiefly on real estate.

The general property tax as administered today is a social and economic scourge, which is striking at the foundations of the American home and of our agricultural life.

Tax rates have been so increased and have become so burdensome in many communities that multitudes of small home owners have been forced or have preferred to sell their homes. Families which formerly lived in detached dwellings with all the wholesome surroundings which this implies now seek refuge and irresponsibility in rented houses, flats or apartments.

Farmers and ranchers, forced to pay high taxes year after year when their products do not pay for the harvesting, are flocking to the cities and leaving vast tracts of fertile soil untilled and unsought.

There is no reason for believing that school costs in California will decrease. On the contrary there is every reason for believing that they will continue to increase in the future as they have in the past. Shall California continue to depend for the major portion of her school funds upon a tax which has been condemned by every outstanding authority in the field of public taxation, or shall she follow the example of our more forward-looking states and seek a remedy for the present situation by the creation of new types of taxation?

The most promising of these newer types of taxes in the case of California are undoubtedly the personal income tax, the severance tax, the inheritance tax, and certain sales taxes, especially tobacco and gasoline taxes. Of all these taxes unquestionably the most satisfactory in the long run and therefore the most defensible is the personal income tax, which will therefore receive first consideration.

State Personal Income Taxes

"The real estate tax . . . is the most grievous evil in our whole tax system," writes Chester Rowell in the **San Francisco Chronicle** of April 10, 1930. "Clearly something needs to be done. . . . The income tax is almost the only tax that is not largely passed on," he continues. "The man who pays it pays it himself and he gets little or none of it back from anybody."

Opponents of the personal income tax often argue that, as long as the federal government levies personal income taxes, the states should refrain from doing so. Undoubtedly the movement towards the adoption of state income taxes was given a distinct setback by the federal income tax act of 1913, and the subsequent federal income tax acts of 1916, '17, and '18, which increased the rates.

Nevertheless, of 14 states now levying state income taxes, by far the majority either enacted their present laws after the federal policy had been thoroughly established, or amended these laws since that time so as to make them more effective, and thus give witness to their increased confidence in the satisfactoriness of the personal income tax.

The 14 states referred to, together with the year they either enacted or amended their respective income tax laws, may well be named at this point. In each case where the year given represents an amendment of an already existing income tax law, the year is marked with an asterisk. Arkansas, 1929; Delaware, 1921*; Georgia, 1929; Massachusetts, 1917; Mississippi, 1924*; Missouri, 1929*; New York, 1919; North Carolina, 1921; North Dakota, 1919; Oklahoma, 1913*; Oregon, 1929; South Carolina, 1926; Virginia, 1926*; Wisconsin, 1928*.

The Income Tax as a Source of School Revenue

Certain states give the schools a prior legal claim on all or a portion of the proceeds of the income tax. Others add the proceeds to the state general fund, from which school appropriations are paid. In Mississippi and North Carolina, although the schools have no prior legal claim on the proceeds of the income tax, nevertheless in both cases the tax was created with a definite purpose of providing school revenue and furnishes an important part of the general

revenue of the state from which school appropriations are paid.

Five states, namely, Arkansas, Delaware, Massachusetts, Missouri, and Wisconsin, give the schools a definite claim on all or a portion of the proceeds. In the year 1926 Delaware derived for her public schools \$1,190,000 from the proceeds of personal income taxes; Missouri, \$4,136,000; Massachusetts, \$4,833,000; Wisconsin, \$5,138,000 (including surtax for teachers retirement fund).

The Income Tax Used to Reduce General Property Taxes

The majority of states which have adopted the personal income tax have been led to do so in part by the desire to reduce the burden placed on general property. A number have enacted laws which definitely provide that a portion of the proceeds shall be used for this specific purpose. Thus, Arkansas provides that from the proceeds of the state personal income tax \$500,000 shall be credited to the state charities fund; the next \$750,000 to the common school equalization fund, and the balance shall be used to reduce the state tax on general property.

Wisconsin pays 50 per cent of the proceeds of the state income tax to the town, city or village in which assessed and collected; 10 per cent to the county, and 40 per cent to the state. From the state's share of 40 per cent she provides three classes of grants: (1) aid to graded schools; (2) aid to high schools; (3) a grant towards the remission of the state general property school tax of 11 cents on each \$100 of assessed valuation.

In 1926 the proceeds of the income tax were sufficient to supplant entirely the state general property school tax. Wisconsin also levies a surtax on all incomes in excess of \$3000, the proceeds of which are credited to the teachers retirement fund, and which in the year 1926 added \$1,592,470 to this fund.

How Much Money Could California Reasonably Expect to Derive from a State Personal Income Tax?

It is not possible to give an absolutely accurate answer to this question. We may, however, draw some conclusions by studying the states which at the present time are levying personal income taxes. If we can discover what per cent the proceeds of the state income taxes are of the proceeds of the federal income taxes in these states, it will give us some basis for conjecturing what California might reasonably expect to derive from an income tax. Table I answers this question for 12 states.

Table I. Personal income tax receipts in millions of dollars, 1926*.

State	Millions		Per cent from Income Tax which (B) is of (A)
	(A) Federal	(B) State	
North Dakota.....	0.2	0.3	168.7
South Carolina....	0.4	0.5	120.6
Mississippi	1.0	0.8	78.3
Wisconsin	6.8	4.6	67.8
North Carolina....	3.2	1.7	54.5
Virginia	3.0	1.6	52.3
Massachusetts ...	41.0	17.7	43.1
Delaware	2.8	0.8	30.3
New Hampshire..	1.2	0.3	26.9
Missouri	14.2	2.2	15.2
New York.....	252.2	34.6	13.7
Oklahoma	6.9	0.3	4.9

From Table I we see that in half of the states the proceeds of the state income tax are equal to more than half the proceeds of the federal income tax. In one of the remaining six states, the proceeds of the personal income tax are equal to approximately 43 per cent of the proceeds of the federal tax.

A number of years ago authorities were inclined to recommend that states should levy income taxes at one-third the rates of federal taxes. But since that time the federal government has made important reductions in its rates. It is now entirely conceivable that California might inaugurate a plan which would involve levying rates equal at least to one-half those levied by the federal government.

For the year ending June 30, 1930, California paid personal income taxes amounting to \$66,921,101. A system providing rates equal to one-half those levied by the federal government would have produced in the year 1929 for California an annual income of \$33,460,550.

In like manner a system providing rates equal to one-third of those levied by the federal government would have produced an annual income of \$22,307,033.

It should be pointed out that under the graduated personal income tax as usually administered today small incomes are totally exempt. Beginning with a low rate of taxation on the smallest incomes subject to a tax the rate is gradually increased as the income increases. The graduated net personal income tax is regarded by all authorities in the field of public finance as one of the fairest and soundest taxes in existence.

It has been advocated by both national and

* From W. Coombs, The State Income Tax, *National Income Tax Magazine*, December, 1928, pp. 456, 457.

state tax associations, commissions, and officials. It has been recommended by practically every commission appointed within the past ten years to make recommendations regarding the reform of existing state tax systems. The statement of one of these commissions may well be quoted at this point.

The Louisiana Tax Commission in a recent report declared: "The income tax is the most defensible of all forms of taxation because it compels no one to pay who has not the money to pay. It is the least transferable to all tax burdens. It is not easily shifted, as many other tax devices are."

One of the most interesting developments in recent years is a tendency of states inaugurating new systems of income taxation to model them after that provided in the federal income tax law; thus the Georgia income tax law of 1929 requires all persons, firms or corporations residing or doing business in the state of Georgia and who make income tax returns to the United States "to make at the same time a like return to the state of Georgia and file the same with the state tax commissioner for the purpose of a state tax on income. Such a duplicate return shall furnish the same information as is contained in the return to the United States, shall be made on a blank form to be furnished by the tax commissioner, and shall ascertain the taxable net income in the same way as in the return to the United States." The law further provides that the rates to be levied by the state shall be equal to one-third those levied by the federal government.

Those looking for a definite plan of a state system of personal income taxes are recommended to study the plans of Massachusetts, New York and the model plan drawn up by the National Tax Association.

Tobacco Taxes as Sources of State School Revenue

The loss of the large revenue formerly provided for public schools in many states by taxes on alcoholic beverages has led one state after another to seek to discover some commodity which might be taxed as a luxury, a nuisance, or a menace. In the minds of many citizens tobacco fulfills this three-fold function.

Whether or not this is the explanation, the fact remains that within the last few years the tobacco tax has been growing rapidly in popular favor as a means for providing revenue for public schools as well as for other state projects. At the present time five states, Alabama, Arkansas, Georgia, Tennessee, and Louisiana, are using tobacco sales taxes to provide state public

school funds. A number of other states, such as South Carolina, devote the proceeds of tobacco taxes to some state general fund from which appropriations for public schools are made.

In 1926 Georgia derived \$868,000 for her public schools from the proceeds of a 10 per cent stamp tax levied on the retail selling of cigars and cigarettes.

In 1926 Louisiana passed an Act providing for a 10 per cent tax on all forms of tobacco or any substitute therefor. The law requires that the proceeds of this tax shall be used for public schools.

In 1927 Alabama, Arkansas, and Tennessee, passed laws providing that the proceeds of state tobacco taxes shall be used for the benefit of public schools. The law of Alabama provides for a sales tax of 15 per cent on the wholesale price of cigars, cigarettes, cheroots, or any substitute thereof.

The Arkansas law provides a retail sales tax of 10 per cent on all cigars, and a sales tax of \$2 per thousand on all cigarettes. Every retailer is required to purchase state tax stamps and to affix them to every box of cigars and every package of cigarettes sold. In addition to this retail sales tax, Arkansas requires every wholesaler of cigars and cigarettes to pay an annual tobacco license fee of \$25 for each place he operates. Every retailer of tobacco must pay an annual permit fee varying from \$5 to \$20 according to actual gross sales. In 1929 the tobacco tax law was amended, with the result that it is now estimated it will yield annually approximately \$1,400,000.

Tennessee levies a 10 per cent sales tax upon all forms of tobacco. Formerly the proceeds of this tax were divided between the state and the public schools. However, the tendency soon appeared to give a larger and larger proportion of the proceeds of this tax to the schools. An Act passed in 1927 divided the entire proceeds between the schools and the state university building fund, as follows: \$800,000 to the public school equalization fund; \$200,000 to supplement the state high school fund; as much of the balance as may be necessary to amortize a state rural school building fund of not less than \$500,000; the balance to amortize the state university building fund in such amount as said balance will warrant. During the biennium 1924-26, Tennessee derived approximately \$1,518,000 from the proceeds of tobacco taxes.

Tobacco taxes in California, similar to those in Arkansas, would produce approximately twelve-and-a-half million dollars.

A California tax similar to the 10 per cent

stamp tax in Georgia would produce over four and a half million.

A 10 per cent tax on all forms of tobacco like the one in Tennessee would produce, in California, about four and a half million dollars*.

Gasoline Taxes

Formerly a considerable number of states used the proceeds of gasoline taxes to provide funds for public schools. During the last five years there has been a tendency to give up this policy, and to use all the moneys derived from gasoline taxes for building or maintaining roads. At the present time only three states use gasoline taxes as a means of providing public school revenues; namely, Florida, Georgia, and Texas.

Florida in 1925 increased her sales tax on gasoline from 3 to 4 cents per gallon, and in 1927 added another cent, with the proviso that this additional levy should continue in force for two years, beginning July 1, 1927.

The law provided that the proceeds of this tax shall be disbursed as follows: two-thirds shall be credited to the public free school fund, one-half of which shall be apportioned as an equalization fund; the remaining one-third shall be credited to a special permanent building fund for institutions of higher learning, experiment stations, and other institutions under the management of the state board of control.

Georgia, since the year 1921, has levied and collected taxes on gasoline, naphtha, and other motor fuel. Of all such taxes, that levied on gasoline has been by far the most productive. The major portion of the proceeds of this tax has always been used for state and county roads. From 1921 to 1927 the rates were increased from 1 cent to 4 cents per gallon.

An act passed in 1927 provided for the creation of an equalization school fund of one million dollars to be derived from the proceeds of the state one-half cent tax on gasoline and kerosene, provided further that any sum derived from this one-half cent tax in excess of one million dollars shall be added to the equalization fund. The proceeds of the remaining 3½ cent tax are used for roads.

The public schools of Texas are entitled by law to one-fourth of the proceeds of taxes classified as occupation taxes. Included among such taxes is a sales tax of 1 cent on each gallon of gasoline. The proceeds of such taxes are credited to the available school fund.

*(Estimates figured on ratio of estimated tobacco consumption in California to estimated tobacco consumption in each of the given states. The sums given are to be taken merely as rough estimates. In any case the estimate is probably not too large.)

Gasoline taxes, like taxes on tobacco and all other sales taxes, are less desirable than taxes on net personal income. The latter tax as commonly administered today takes into consideration the differences in ability to pay of the individuals upon whom it is levied. The gasoline tax and the tobacco tax compel all individuals regardless of differences in wealth to pay the same rate, and consequently impose a relatively heavier burden on the man with small income than on the man possessed of much or great wealth.

The present 3-cent gasoline tax in California yields an ever-increasing amount of revenue. For the year 1929-1930, the income from this source is approximately \$37,000,000. A 1-cent increase in this tax for schools would produce upwards of \$12,000,000 per year. This sum is approximately equal to what a 3 per cent severance tax¹ on minerals would produce, and approximately the same as the amount that would be derived from a tobacco tax² similar to the one now in operation in Arkansas.

Inheritance Taxes

At the present time practically every state in the Union, with the exception of Nevada and Florida, levies inheritance taxes. Formerly a considerable number of states devoted a portion of the proceeds of such taxes to public schools. During the past decade there has been a tendency to divert such taxes from public schools to other state supported or state aided projects.

Thus, California formerly required that the first \$250,000 of the proceeds of state inheritance taxes should be added to the state elementary school fund and 5 per cent to the teacher's permanent retirement fund. By an act passed in 1925 the entire proceeds of inheritance taxes, except that portion to which the teacher's permanent retirement fund is entitled, will in the future be credited to the state general fund.

It may well be questioned whether this change in policy on the part of California was wise. It would seem that a legitimate and psychologically sound use of the proceeds of inheritance taxes would be to employ them for building up an educational trust fund for the children of the state. It is obvious that this could be done by adding them to the principal of the permanent public school fund.

At the present time no less than six states, Georgia, Michigan, Missouri, Montana, Tennessee, and Virginia devote the proceeds of state

1. See "The Severance Tax as a Source of School Revenue," page

2. See "Tobacco Taxes as Sources of School Revenue," page 10.

inheritance taxes to schools or give the schools a claim to a share of such proceeds. In one of these states, Michigan, the entire proceeds of the inheritance tax are devoted to public education. In Montana 50 per cent of the proceeds are devoted to the state equalization school fund.

The public schools of Georgia are entitled to 50 per cent of the proceeds of all state taxes and consequently to 50 per cent of the inheritance taxes. In Missouri and Tennessee the public schools are entitled to one-third of all revenue, and consequently to one-third of the proceeds of inheritance taxes.

Virginia credits one-third of the proceeds of her inheritance taxes to the state public school fund. One-third she returns to the counties and cities wherein collected to be used for the support of elementary schools.

The revenues from inheritance taxes in California have steadily increased. In 1900 the income from this source was less than a quarter of a million dollars. It did not reach the million mark until 1910-1911, when it returned over

a million and a half dollars. In 1911-1912 it fell again to a little over a million. Since 1912 it has increased more or less steadily, the yield in 1927-1928 being nearly eleven millions.

Prior to 1911 the entire income from the state tax on inheritances went into the State School Fund. Legislation passed in 1911 diverted all of this into the general state fund with the exception of \$250,000, which, from that time until 1925, continued to go into the school fund. At the time of the passage of the present teacher's retirement law in 1913, provision was made for the use of 5 per cent of the inheritance tax in payment of the state's obligation toward the teachers retirement fund.

The act of 1911 was unfortunate in many ways. It was the beginning of the withdrawal in this state of revenues from inheritances taxes from school support. The act of 1925, in so far as direct school support is concerned, completed the process of withdrawal. Were the revenues from this tax to be returned to the schools for equalization purposes, a fund of approximately eleven millions would be available.

A State Public School Equalization Fund

A Plan for the Equalization of Support of California Public Elementary and High Schools

DR. IVAN R. WATERMAN, *Department of Educational Research and Service,
San Francisco Public Schools*

ALL students of the public school situation in California appear to be in agreement that the greatest financial need at the present time is the creation of an equalization fund, which shall be used to reduce the inequalities in school revenues, tax burdens, and educational programs existing among counties and school districts. The outstanding features of the plan herewith offered are summarized at this point, after which a detailed explanation is given.

1. It leaves undisturbed the present method of distributing all state public school funds.
2. It leaves undisturbed, also, the present method of distributing the present county elementary school fund and the county high school fund.
3. It will preserve the administrative and financial powers of all school districts. Districts which wish to expend moneys in excess of those required to meet the costs of an acceptable educational program will be permitted to do so, but will not be reimbursed for such excess costs.
4. It is highly flexible and may be employed in distributing a large or relatively small equali-

zation fund. This feature is explained at greater length under No. 13.

5. It provides a method of determining the cost of an acceptable educational program in elementary districts and high school districts throughout the state and a method of equalizing the financial costs of providing such a program.

6. In its estimate of the total school cost of any county it includes both elementary and high school costs and provides for the creation of a **State Public School Equalization Fund**, separate and distinct from any existing state school funds, to equalize the total school cost of each eligible county.

7. It provides for meeting the costs of a state-wide acceptable educational program entirely from state and county funds with the exception of funds provided by the federal government. (e. g., Smith-Hughes Fund, Federal Forest Reserve Fund, grants for the education of Indian children.)

8. It continues the policy of requiring the counties of the state to bear an appreciable pro-

portion of the school tax burden. This provision is explained in Nos. 9, 10, and 11.

9. It equalizes the school taxes borne by the counties of the state by providing that no county shall be required to levy for elementary and secondary school purposes a tax rate in excess of the average of the tax rates which counties would be required to levy in order to finance the difference between the cost of an acceptable educational program and the amounts received from present state apportionment and from the federal government.

10. Each such county shall receive from the **State Public School Equalization Fund** an amount equal to the difference between the cost of an acceptable educational program and the aggregate of state apportionments, federal moneys, and the amount available by application of this average tax rate.

11. All counties must levy a tax sufficient to meet the difference between the cost of an acceptable educational program for all the elementary and high school districts of the county and the total of state and federal moneys, except as provided in No. 9.

12. The present state elementary school fund, state high school fund, county elementary school fund and county high school fund shall be apportioned as now provided by law. The counties shall apportion to each elementary school district and each high school district an additional amount equal to the difference between the amounts received from the federal, state and county funds and the cost of an acceptable educational program.

13. **Flexibility of plan.** Should the **State Public School Equalization Fund** fall short of the amount required to meet the program outlined, the maximum tax levy required of any county shall be raised to such a point that in all counties the total funds available (state, county, federal and equalization) are sufficient to meet the costs of an acceptable educational program.

The counties in order, beginning with the least able to support its share of the program, shall receive moneys from the equalization fund until it is exhausted. On the other hand, if the fund available for equalization purposes were larger than that required to meet the needs of the counties eligible for participation in it according to the plan prescribed, the required tax rate may be lowered, thus including for participation a larger proportion of the counties of the state.

2. The Plan in Detail

In California, as in other states, the cost of maintaining a satisfactory educational program

depends chiefly upon two factors,—the number of teachers employed, and the number of pupils in average daily attendance. These facts are recognized, although in a somewhat inexact way, in California's system of state aid.

In the plan herewith proposed, an acceptable educational program on a given grade level for a school of given size is defined as that program which may be provided by the expenditure of an amount equal to the average cost of education in schools of that size and level throughout the state.

A careful study of school costs in California has shown that it is possible to group elementary school districts into certain classes on the basis of average daily attendance and to compute the cost of maintaining an acceptable program in every school in the group concerned, by assigning to each school or district a fixed amount plus an additional allowance for each pupil in average daily attendance. This statement has been found to apply to high school districts also.

The following two tables show the results of a careful study by the writer¹ of California school costs for the school year 1927-1928.

Table I. Method of Computing Costs of Maintaining Satisfactory Elementary Educational Program in California, Based on School Costs for Year 1927-1928.

a. In districts with less than 129 units of average daily attendance:

A.D.A.	Amount per School	Additional Amount per Unit of A.D.A.
1- 32	\$1,612.00	\$12.50
33- 64	3,446.00	11.00
65- 96	5,375.00	11.00
97-128	5,950.00	21.00

b. In districts with 129 or more units of average daily attendance:

Amount per District	Additional Amount for each 32 Units of A.D.A. or fraction thereof in excess of 159	Additional Amount per Unit of A.D.A.
\$9,340.50	\$2,068.50	\$14.00

(1) "Equalization of the Burden of Support for Education," Ivan R. Waterman, Ph. D. thesis, University of California, 1930.

Table II. Method of Computing Costs of Maintaining Satisfactory Secondary Educational Program in California, Based on School Costs for Year 1927-1928.

a. For Junior High Schools—\$150.00 per unit of A.D.A.

b. For High Schools.

A.D.A.	Amount per District	Additional Amount per Unit of A.D.A.
1-157	\$5,635.00	\$207.50
158-398	11,492.00	170.50
399 and over	5,321.00	186.00

2a. Steps Involved in Plan

Step 1. Compute for each county the cost of maintaining an acceptable educational program in every elementary and high school district on the basis of the data of Tables I and II.

Step 2. Determine the amount available to each county from existing state and federal funds.

Step 3. Determine for each county the difference between (1) and (2) above.

Step 4. Determine the tax rate (based on true valuation of property) which would be required in each county to raise this amount (step 3).

Step 5. Determine the average of those true tax rates (step 4).

Step 6. Determine which counties would be obliged, in order to provide the funds required to cover the difference described in step 3 above, to levy a tax rate equal to, or greater than, the state average rate as determined in step 5. Such counties shall be eligible for apportionments from the **State Public School Equalization Fund** and shall be designated as counties eligible for equalization quotas, or more briefly, merely as eligible counties. (Note: Any county in which a tax less than the state average is sufficient to provide the funds required to cover the difference referred to in step 3 shall not participate in the equalization fund.)

Step 7. Apportion from the **State Public School Equalization Fund** to each eligible

Table III. Data showing operation of equalization plan in eight counties—see Page 4

County	True Valuation of Property	Total Cost of Acceptable Educational Program for Elementary and Secondary Schools	Total State and Federal Apportionments
Ventura.....	\$ 300,494,993	\$ 801,798.50	\$ 251,581.77
Kern.....	456,795,203	1,662,078.00	476,087.94
San Francisco.....	1,741,379,118	6,775,449.50	1,666,150.94
Los Angeles.....	6,287,042,457	34,060,646.00	7,871,625.12
Alameda.....	1,075,648,916	8,206,739.50	1,992,704.84
San Mateo.....	138,259,288	1,258,461.00	327,799.84
Santa Cruz.....	59,956,625	606,552.50	182,981.11
Nevada.....	13,717,380	212,314.00	67,279.89
Total for California.....	\$15,434,275,050	\$92,575,375.00	\$23,930,317.73

County	Difference Between Cost of Acceptable Program and Total Apportionments	True Tax Rate to Provide Amount in Preceding Column	Amount Available by Application of \$0.55 Tax Rate on each \$100 True Valuation	Amount to be Apportioned from State Public School Equalization Fund
Ventura.....	\$ 550,216.73	\$0.18		
Kern.....	1,185,990.06	.26		
San Francisco.....	5,109,298.56	.30		
Los Angeles.....	26,189,020.88	.42		
Alameda.....	6,214,034.66	.58	\$5,916,069.03	\$297,965.63
San Mateo.....	930,681.16	.68	760,426.08	170,255.08
Santa Cruz.....	423,571.39	.71	329,761.44	93,809.95
Nevada.....	145,034.11	1.06	75,445.59	69,588.52
Total for California.....	\$68,645,057.27			

county a sum equal to the difference between the cost of the said county's acceptable program as described in step 1 and the sum of the proceeds of the county tax of average rate (see step 5) and all other available federal, county, and state funds other than the **State Public School Equalization Fund**.

Step 8. In the event that the equalization fund is smaller or larger than that required to meet the program outlined, determine the maximum tax rate which shall be required of any county as explained in section 13.

Step 9. In the event that the average tax rate (step 5) would not yield in any county an amount sufficient to produce the amounts required for the county elementary fund and county high school fund, such county or counties must levy a tax sufficient to produce such an amount.

However, the amount to be apportioned from the **State Public School Equalization Fund** shall be computed on the basis of the average tax rate, and the amount in excess of that required to support the acceptable program shall be considered as a reimbursement to the county or counties exceeding the average tax rate (step 5). This contingency would not arise under the present distribution of wealth and pupils among the counties, unless the state proposed to equalize school tax costs to a larger extent than herein proposed.

2b. How the Plan Works

It is impossible in the present brief summary to show how the plan would work with respect to every county in the state. It is deemed sufficient to select for consideration, on the basis of 1927-1928 data, four counties which would receive no apportionments from the **State Public School Equalization Fund** and four others which would be eligible for such apportionments.

Table III presents data for 8 counties showing how the equalization plan herein described would operate.

The average of the county tax rates necessary to support the difference between the cost of an acceptable program and the total of federal and state funds has been found to be approximately 55 cents on each \$100 of true valuation.

The operation of the plan would require a **State Public School Equalization Fund** of approximately \$7,500,000.

* * *

California Agricultural Teachers Association met in San Jose August 6 and 7. A program of great merit was presented.

Luther DuBois, head of the agricultural department of the Woodland High School, was elected president for next year. The 1931 convention will be held at Bakersfield.

The Balancing Focus

FREDERICK REED, *Supervisor of English
Public Schools, Riverside*

THE earliest change in teacher-attitude towards the pupil was the recognition of the **child-centered effort** as differentiated from, if not opposed to, the subject-centered activity.

This "new education" has devoted so much time and thought to the development of the individual, the discovery of individual tendencies and capacities, inherited and acquired, that teachers, especially inexperienced teachers, should be on their guard lest they lose sight of the balancing focus characterized by some school-men as "tolerant understanding".

A considerable period elapsed before this complementary attitude emerged above the surface of pedagogical consciousness—the recognition that the child should evolve with definite reference to this function as a member of society of which he is an essential part.

Right here lurks an insidious danger—the tendency of the teacher to regard the child's function, in adulthood, as that of a machine to advance the material interests of society, to make money. "Success", in the mind of the average teacher, is synonymous with material accumulation, as if that were the sole, or at least, the principal, purpose of life.

As a matter-of-fact, happiness (stable, enduring happiness) is the universal goal of humanity. Happiness is the balance, the nice inter-adjustment of body, mind, and emotion.

Here is where the Golden Rule comes in as the balancing focus complementing the development of the pupil's individual uniqueness. The Golden Rule is the one unifying, integrating principle of right human relationship, which eternally adjusts, molds, individuals into the permanent, yet progressive state.

Body, mind, emotion; harmonious, balanced, coeval; each meeting the needs of the other and all under the controlling guidance of the Spirit of Man.

* * *

Wonder Tales from Goblin Hills—from German and English—by Frances Jenkins Olcott has just been sent out by **Longmans, Green & Company**. This volume of German folk stories tells of the water goblins and water maidens of old Germany and the neighboring countries.

In reading the stories one goes back to the fairy tales of Hans Christian Anderson and Grimm. The tales are most interesting and should be of value to teachers who are anxious to secure folk tales for their children. The illustrations are by Harold Sickel. The price of the book is \$2.00.

Watch Me Change!

A one-act play written by the class under direction of Miss Eulah Fowles, Hollister.

Characters

Mrs. Thomas	Arithmetic
Mr. Thomas	Hygiene and Helpers—
Sally Thomas	Sleep
Cecil Thomas	Good Food
Constitution	Fresh Air
History	Exercise
Reading	Cleanliness
Grammar	

Scene I

Time—6 p. m.

Place—Dining room of the Thomas home.

Setting—Table is set for four. Sally is reading and Cecil is studying. Mrs. Thomas enters room carrying water pitcher.

Mother (carrying water pitcher)—Sally, put that love story down and fill these water glasses. I've been working all day and am about worn out.

Sally (looking up from book)—Let Cecil do it. I done it yesterday.

Cecil—You're in the eighth grade, and I'm only in the seventh, and I know better than to say, "I done it."

Sally—Well, Cecil, if you think you are so brilliant, you'd better fill them yourself. I might spill the water, and then you'd have something more to say.

Mother—Sally, you'd better do this. Cecil is studying his grammar for tomorrow. (Goes out.)

Sally (rises and goes to table. Arranges flowers while talking). Oh, is that why you knew I shouldn't say "I done it"? You got it out of the book.

Cecil—I did not! I pay attention to the grammar teacher once in awhile.

Mother (returns to room)—Now, children, do stop your arguing. Here comes Father. Are the glasses filled?

Father (entering room)—My, it seems good to come home and see the children helping. Cecil, are you studying hard? Have you any hard problems for me to help work? And you, Sally, how about your constitution? You know you must know that to graduate.

Mother—Come, children, get ready for dinner. (Sally fills glasses, spilling water at every chance.)

Sally (talking while working). In the story I was reading, a girl went to Naples. Where is Naples at? It ain't in America, is it? (Family seated at table.)

Mother (disgusted)—Sally, you use such terrible grammar. You must not say "ain't" and "where is Naples at." Naples is in Italy.

Cecil—I haven't any problems tonight, Dad. I've finished them myself.

Sally—Well, I have, Dad. I've got a lot of home-work I want you to do for me.

Father—Alright, Sally, but remember I'll just

show you how to do it. You'll have to really do it yourself.

Sally—Oh, but Gee! Dad, I don't know anything about it. I think you ought to do it for me. You would, too, if you weren't selfish.

Mother—Sally, you should be ashamed of yourself talking to your Father like that. You'll never make a good citizen if you don't mend your ways. I'm going to keep you home from the show Friday night for being so rude. (Sally sulks and Cecil teases her as curtain drops.)

* *Curtain*

Scene II

Time—An hour later.

Place—Living room.

Setting—Sally is lying on couch with book.

Sally (lying on couch alone in room. Talking aloud)—Thank goodness I'm by myself, now, and can read in comfort. Mother is doing the dishes; Cecil is over to his friend's house; and Father is in his den. I hope they stay that way. I guess I can have a little pleasure. That old grammar and arithmetic make me sick. I'm not going to do it, even if I have to stay after school.

I don't see why I should know how to find the volume of a pyramid. The teacher gives too much homework. I wish I didn't have to go to school. It's just study, study, study. This book is so good. (Reads and finally dozes. Knock is heard at door.)

Dream

Sally—Cecil, home already? (Gasps in surprise.) Who are you? What are you doing in this house?

Constitution—Were you asleep, Sally?

Sally—Well, you sure have a nerve waking me up when I was dreaming I was in Naples. What do you want? Who let you in? I suppose it was some of Cecil's work.

Constitution—I have been watching you. You hurt my feelings a lot, putting me aside to read a good-for-nothing love story. But I think you will learn some day I came in to help you. Sally, you think I'm very dry and hard to learn.

Sally (surprised)—Why, how did you guess it?

Constitution—I know I'm not the type you like, but, after all, you can't ever have a good time out of school if you haven't paid attention and learned me. Don't you think Jane felt ashamed yesterday when she was stopped by the traffic officer?

You remember all the boys and girls laughed at her. She didn't pay attention in grammar school, and now she must learn all of her Constitution over again in order to graduate from High School.

Sally—That seems reasonable, but I can't see yet why I shouldn't read love stories. I ain't got time for you now. I want to finish this here story.

Grammar (walking in from opposite door)—Did I hear you say "ain't" and "this here" and "where is something at"? I think the cause of all of this is the books you are reading.

Sally—Maybe you did, but I'm too busy now to think about it. It ain't gonna hurt me, is it?

I'm in the eighth grade and don't need to study grammar.

Grammar—You certainly do. If you did, you wouldn't say "ain't".

Sally—Can you tell me the date President Roosevelt made the Constitution?

Constitution (surprised)—I'll have to talk to History about this. You ought to know better than that. (Calls History.) This little girl thinks Roosevelt made the Constitution.

History—We will have to teach her better. Sally, do you know anything about history?

Sally (becoming frightened)—A little.

History—We will have to give you a test. Get a pencil and paper for her. (Constitution gets paper while Grammar takes pencil out of his pocket. History proceeds with questions.)

1. Who discovered America? When? (Sally looks puzzled and guesses at answers.)

2. Who discovered the Pacific Ocean? When?

3. Who conquered Spain?

4. When was the Constitution made? Why?

Now let's see your paper. (Looking paper over and shaking head.) What spelling and writing! Your hands must be dirty because your paper is all smeared. I must go back to the library and get the rest of my fellow-workers and see what can be done. (Goes out.)

History (brings Arithmetic and Reading)—Will you promise to try harder in the future?

Sally—I suppose so.

History—I don't want any "supposes." I want you to say, "I will."

Sally—Oh, all right. I will.

Arithmetic—I hope that promise means more to you than the promise you made to study me tonight.

Reading—I heard the question you asked tonight about reading love stories. Are you reading a library book? I hope it is a good book, like "Little Women" or "Huckleberry Finn."

Sally—But I don't like that kind of books. And besides, I want to finish this story tonight.

Constitution—My, but this room is stuffy. No windows open. If Hygiene was here, he would have something to say about this.

Sally—The windows in Mother's room are open.

Hygiene (enters with helpers)—That doesn't do you any good. The door is closed in between.

Sally (becoming interested in helpers)—Who are all of your friends?

Hygiene—Can't you read? (Points to name on each.)

Sally (rubbing eyes)—My eyes hurt.

Hygiene—No wonder. Just look, you are trying to read lying down and with the light in front of you. Besides, a girl your age needs a lot of fresh air and exercise. It is about time you were in bed asleep. (Sally rubs eyes and begins to stretch while all move off stage leaving Constitution the last to close the door.)

Sally (waking up as door slams. Cecil enters as others leave)—Thank goodness they're gone.

Cecil—Who is gone?

Sally (startled at Cecil's voice)—Nobody was here, but it seemed so real. It's funny how some dreams can be so true. Now I know what Mother and you mean. Just watch me change! (Tosses book in basket.)

Curtain

The Substitute

GRACIA BRYAN BOLFING, *Oakland*

HITHER and yonder and every place;
Snatched from labors only just begun;
I am haunted by a little child's face
Or a surly lad about half won.

Always bits of my heart and hopes are left
With small persons I never shall see;
While I pass like a ghost, and half bereft,
Become but a fleeting memory.

It is well, perhaps, that I can not stay,
To watch the growth of the seeds I sow;
I might not keep for a year and a day
A child's mind poised and his heart aglow.

* * *

The Spirit of Poetry

I. D. PERRY, *Los Angeles High School*

THE stuff that poets use is made of hopes;
Is made of little slants of joy and grief.
Old sympathies deep-set in souls are chief,
And darkling sense, wherein the clear mind
gropes
With feel of things long known and felt in
days
When earth was young and suns were clear
and rain
Fell kindlier on the pasture and the plain,
And wild-flowers bloomed beside the wooded
ways.

A little hand that reaches up and clings,
A patient, waiting, trustful mother's face,
A maiden's piquant air and teasing taunts,
Rustle of dead leaves and the whirr of wings,
Wood odors and the blooms the buck-thorn
flaunts,
And boom of waters where the cascades race.

* * *

Dr. William G. Carr, formerly Director of Research of the California Teachers Association and later Assistant Director of Research for the National Education Association, has accepted appointment as Associate Professor of Education at Stanford University.

Dr. Carr is the author of volumes on "Education for World Citizenship" (Stanford University Press, 1928) and "The County Unit" (The H. W. Wilson Company, 1930). He is now engaged in preparing a life of John Swett.

Dr. Carr is not new to the Stanford faculty, having been Teaching Fellow in School Administration in 1927-28 and Acting Assistant Professor of Education in the Summer Session of 1929. Last summer he was Visiting Professor of Education at the University of Michigan.

Radio Education

VIERLING KERSEY

State Superintendent of Public Instruction

THE past year has experienced a decided advance in radio education. Although most of the programs have been planned to meet adult needs many programs organized to supplement public school instruction have been featured in various parts of the country.

The Pacific School of the Air, operating over station KPO, in co-operation with the State Department of Education, broadcast two educational programs each week, featuring outstanding leaders in business, industrial, and professional life. These leaders presented to the boys and girls of the state the opportunities offered for employment in their respective fields of work with the requirements for successful pursuit therein and the rewards to be expected.

In this way the youth of California, from the far remote sections of the state to the largest populated centers, came in contact, through the radio, with some of the most important men of business, industry and the professions.

Radio Universalizes Education

The inspiration, as well as the information, given by these men was of untold value to the youth of the state. Specific information from those who have had daily contact with occupational pursuits surpasses textbook information which often is gathered and compiled by individuals who have not experienced or contacted the activities about which they write.

Without the radio only a few boys and girls could have had the opportunity of hearing such outstanding men.

With the radio every boy and girl can be brought in close contact with the leaders of American civilization.

Fine Ears for Fine Music

A course in music appreciation, consisting of a series of forty-eight concerts of symphonic music with explanatory comments by Walter Damrosch, the Director, were presented over the National Broadcasting Network for the school children of America. This series was the outgrowth of concerts prepared for young people and given by Mr. Damrosch and the New York Symphonic Orchestra in Carnegie Hall.

When these concerts were given in Carnegie Hall, they only reached about 2000 New York boys and girls. During the past school year it is estimated that over 2,000,000 school children listened to these concerts and the outstanding talks on music appreciation given by Mr. Damrosch. Never before has an opportunity been

offered to so many children to hear the world's masterpieces of orchestral music with appropriate comments and explanations. Hundreds of the schools in California tuned in on these programs.

The American School of the Air broadcast, during the past school year over the Columbia Broadcasting System, two thirty-minute programs each week. Dramatization of important historical events, as well as talks by prominent national leaders were featured. This program was sponsored by the Columbia Broadcasting System and the Gribbsy-Grunow Company.

A Radio Curriculum

The South Dakota State Department of Education is re-organizing the school curricula in that state so as to provide time for radio educational programs to supplement the regular school work.

Ohio's Aerial School

During the past school year the Ohio State Department of Education conducted the Ohio School of the Air. "The aim is to teach pupils over the air the things they need to know that can be most effectively taught in that way." The instruction is entirely supplemental and does not substitute regular classroom work.

Courses in current events, history, dramatics, story plays and rhythemics, chemistry, French, literature, physics, health talks, stories for grades, geography, music, and drama have been experimented with.

A teacher's manual was prepared, and sent out each month, covering an outline of the talks and methods to be used by the teachers in obtaining the best results from this type of instruction.

Committees are at Work

Radio education is still in the experimental state. The problems therein are involved and intricate and must be worked out carefully and gradually. The Federal Government has recognized this fact and Secretary Wilbur has appointed an advisory committee, under the leadership of Dr. William John Cooper, Commissioner of Education, to study the problem and to consult with sub-committees working in this field.

Committees are being organized in various sections of the country to assist in the study of the radio educational problem. Many avenues of constructive work are open to those who are willing to pioneer in this field of education.

The State Department of Education has had a committee working on this problem during the past year. During the coming year the activities of this committee will be expanded.

In co-operation with the Pacific School of the Air the State Department of Education, through committees working on various phases of the problem, is planning to enlarge the program of radio education and will set up machinery to determine the educational outcome of such instruction.

So far, most of radio education has been carried on largely through private donations. The broadcasting companies have been liberal

in giving time over their stations. Individuals have been generous in preparing lessons and lectures, without charge, to be delivered over the radio to pupils.

The Ohio State Legislature appropriated, last year, \$40,000 to be used during the biennium to assist in conducting radio education in that state.

As radio education develops it is difficult to conceive how it can be financed except through public support.

First California School Audition System

C. B. BALDWIN, *District Superintendent,
Huntington Beach Elementary Schools*

LAST Lincoln's Birthday, in the afternoon and evening, we dedicated our new audition "public address" system. In the evening we had our auditorium filled. For the afternoon and for the audience in the evening we had guided the boys and girls in a program of demonstration of this marvelous invention. This demonstration, and our expectations of the new apparatus, took four directions, namely

1. *Correcting the acoustics of our auditorium, which were very poor;*
2. *An announcement service to all rooms and departments from the superintendent's office;*
3. *Outside radio service; and*
4. *Broadcasting musical records to class-rooms and auditorium.*

The acoustics of our auditorium, built some fifteen years ago, have been very troublesome. A speaker on the stage could not always be clearly heard to the rear of the middle of the room. Now we have a level volume to the back of the room, totally devoid of any "horny" or "tinny" quality of tone. The rear seats are now the most popular!

In this connection we are giving our pupils training in speaking before the microphone, which process, of course, requires "stage presence," distinctness of enunciation, voice control, modulation, and withal the will to interest one's hearers. In our dedication, pupils made the announcements to their fellows in class-rooms and to the audience.

Secondly, all rooms and corners of the plant are in immediate touch with the Superintendent's office. As a mechanism to convey a personal message simultaneously and with great dispatch to all points of our system, it gives complete satisfaction. Within sixty seconds after

a need arises to give notice of some very necessary item, it can be given to literally every person on our campus with only one announcement to all. In case of fire, for directing in emergency ways, it would prove invaluable.

Our third service is the great wealth of the radio world. This week we brought right in to each of our upper-class rooms President Hoover's speech to the American Legion national meet at Boston. This to each room, not a single large assembly hall, where new problems of control would have to operate. Last spring we brought in President Hoover's message to the president of certain South American republics, opening the new telephonic-radio-cable service to South America. Our two upper grades also heard the funeral services of ex-President Howard Taft, in Washington, D. C. We have immediate contact now with "History in the Making."

Our Music Department avails itself of some of our Pacific Coast hook-ups for schools.

Our other branch is the carrying to class-rooms the recorded music selected for all special occasions.

The control all comes through a large panel board installed in the Central Office. One room, ten, or fifty-five are switched in, as we designate. We can now even furnish quiet music into our "Rest Area", an out-of-door spot where our little under-weights and under-nourished children rest on cots.

So far as we know, we are the first and only elementary school system in California with this sort of equipment. If there is another, we should like to hear from you, so we could discuss problems and procedures of mutual interest. May we hear from you?

California Teachers Association

Minutes of the Meeting of the Board of Directors,
September 29, 1930, Lake Tahoe

THE Board of Directors of the California Teachers Association met at Tahoe Tavern, Lake Tahoe, at 6:45 Monday evening, September 29, 1930, President Joseph Marr Gwinn calling the meeting to order with the following members present:

J. M. Gwinn	Mrs. Eugenia West
George C. Bush	Jones
Robert L. Bird	David E. Martin
E. I. Cook	Paul E. Stewart
Clarence W. Edwards	Secretary, Roy W.
Roy Good	Cloud

On motion of Mr. Stewart, seconded by Mr. Martin, the minutes of the meeting of August 17 were approved.

A suggestion was read that a teachers handbook covering rules, customs and laws be prepared by the Association for distribution to the teachers of the state. The Board, however, believed that such a publication should come from the State Department of Education rather than the California Teachers Association, so no action was taken.

President Hoover at Los Angeles

A letter was read from Dr. William E. Sutton, President of the National Education Association, requesting the assistance of California educators to secure the attendance of President Hoover at the next session of the N. E. A. Delegate Assembly to be held in Los Angeles in July, 1931. On motion of Mrs. Jones, seconded by Mr. Bush, the Executive Secretary was instructed to write to President Hoover that California would be honored to have him talk to the teachers of the nation at the Los Angeles meeting. The Secretary was also instructed to write to Dr. Ray Lyman Wilbur, requesting him to assist the teachers of California in their effort to secure the services of the President. The Secretary was further instructed to notify Dr. Sutton of the action of the Directors.

On motion of Mrs. Jones, seconded by Mr. Stewart, the Executive Secretary was instructed to invite Dr. Sutton to endeavor to attend the State Council meeting at Los Angeles, December 13.

A letter from J. W. Crabtree, secretary of the N. E. A., concerning the N. E. A. plan of retirement for the employed staff of the California Teachers Association was discussed. It was the unanimous opinion of the Board that the idea was one worthy of approval but action was postponed until some later time.

Proposed Tenure Bill

The proposed bill for tenure was then read and its several points discussed. On motion of Mr. Bush, seconded by Mr. Cook, the Secretary was instructed to send 12 copies of the bill to each member of the Board.

During the discussion it was decided that should the provision prevail concerning the County Superintendent's approval of tenure that he should insist upon the request of the Board of Trustees before approving such permanent tenure.

Kindergarten-Primary Matters

Mrs. Jones asked the privilege of the floor in order that she might discuss suggested kindergarten legislation. This being granted, Mrs. Jones told of the desire of certain interested officials to have kindergartens in the various schools made a part of the regular school system, so far as state and county apportionments were concerned.

She also mentioned that a considerable amount of discussion had been occasioned because of the age limit set for entrance to the kindergarten, and the passing of kindergarten children to the primary classes of the various schools. She asked that the Board of Directors go on record as opposing any move upon the part of any organization to having these kindergarten matters made a part of our legislative program.

After considerable discussion the chair ruled that the matter should go over for further discussion at the December meeting.

The matter of securing seventh and eighth grade appropriations on the A. D. A. basis equal to that allotted to high schools was discussed. The Secretary was instructed to refer the matter to the Committee on Financing Public Education.

Legislative Committee, November 1, 2

After discussion, President Gwinn set November 1st and 2nd as dates for the meeting of the Legislative Committee of the California Teachers Association, at Los Angeles. He requested the Secretary to notify all members of the Legislative Committee to be present and asked the members of the Board of Directors to attend. He also instructed the Secretary to invite the Chairman of the Legislative Committee of the Superintendents Association to have his committee meet in joint session with the California Teachers Association Committee.

No further business appearing, the meeting was adjourned to meet at Los Angeles at the Hotel Alexandria, Friday evening, December 12, at 6 o'clock p. m.

ROY W. CLOUD,
State Executive Secretary*

School-Gardening in Los Angeles

CLAYTON F. PALMER, Supervisor

Division of Elementary Agriculture, Los Angeles City Schools

ONE noon, in the late spring of 1912, there was held at the old Seventh Street School (now Coronel) what was probably the first school-garden luncheon ever held in Los Angeles. At that time, there were several school-gardens in operation locally. The writer was an invited guest, and at the conclusion of the occasion was offered by Superintendent J. H. Francis the position of supervisor of the new Department of Agriculture, about to be created. Mr. Francis was always a firm believer in, and strong supporter of the principle of, "learning to do by doing."

The new department was formally established in September, 1912. By reason of sympathetic and financial support of everybody concerned, school-gardening in Los Angeles has grown to what is undoubtedly the most pretentious effort of its particular kind in the world.

The Scope of the Work

About 200 of the elementary schools of Los Angeles have school-gardens. The amount of this work offered in a given school depends upon the size and type of the school. The boys have gardening in grades five to eight. The girls have gardening only in the fifth grade, and only in the regular American type of school.

In the foreign and semi-foreign types of schools, their program includes so much domestic science work, that for lack of time gardening is omitted. While granting that these girls do need lots of the home-making training, the writer feels that they should also be given **some gardening**, because as is well-known, gardening to these foreigners is likely to be taken more seriously than the average American home regards it.

In but a few short years, many of these girls will be wives and home-makers. Their homes usually have gardens and the women make and care for them. We hope some day to be able to extend the advantages of gardening to these girls also.

Personnel and Equipment

Including the supervisory staff, there are about 115 people engaged on full-time, in instruction of the boys and girls of our elementary schools in agriculture. About 30,000 pupils each receive from one to one-and-a-half hours of instruction per week.

The basis of their work is the 200 school-

gardens; there are also six centers. The latter are scattered over the city at strategic points, each serving for gardening experiences for the pupils of the nearby schools, and to supply certain plants and inspiration to the teachers of the district.

The average school-garden is about 50 by 150 feet. It is fenced, piped for water, and provided with cold frames and other plant shelters, and many times with lath-houses. Of late we have been erecting an agricultural bungalow with concrete floor in the rear of many of our gardens.

This is a two-roomed structure, there being a 16 by 24 class-room in front, with a smaller lean-to tool-house and potting room in the rear. A small latticed porch in the center of the class-room faces down the five-foot central garden walk, thus lending itself admirably to a general landscaping scheme for the garden.

The garden itself is laid out with a wide border in front, and narrower borders running lengthwise with narrow lengthwise and cross paths forming eight rectangular plots, each about 18 by 24 feet. Plenty of hydrants bring water near every portion of the garden.

Some of the plots are for representative vegetables, and some are for bulbs or other flowers of which we grow both annuals and perennials. The "nursery plot" is used for growing, from hardwood cuttings, such plants as fig, grape, pomegranate, sycamore, etc. And here we also grow seedlings (peach or avocado) to use in teaching budding or grafting.

The Situation in General

Progressive education is in the air. What is needed is the invention of some sort of idea-amplifier which will enable the rank and file of our educators to tune in on the program which progressive educators are trying to put over. The writer knows of nothing being taught in our schools today that can surpass agriculture, when it is properly taught, as a real educational agency.

The great pity lies in the fact that it is not taught at all in most school systems of the state, and the boys and girls of this generation are denied this advantage.

Then again, the fault lies, in part, with the training schools for the lack of proper training

for teachers of elementary agriculture. Here, too, is another (lamentable, if not a vicious) circle.

School superintendents, in some cases at least, seem indisposed to establish gardening because of lack of properly-trained garden teachers, and the training schools side-step the duty of training the teachers apparently because the demand for them seems insufficient to justify the expense that would be involved.

Objectives of School-Gardening

In claiming for gardening one of the most potential agencies enlisted in the cause of education today, and in urging that this subject be more generally taught, the writer nevertheless feels by duty bound to state, in addition to the above, that there are available practically no adequately-trained teachers of gardening not already employed. One of our greatest difficulties is the training of teachers, this having to be done to a large extent after they have been given assignments.

A well-known tradesman in our city advertises as follows, "The shop that John keeps, and the shop that keeps John." We believe primarily in gardens as agencies for growing children, but also, in children growing gardens. We might list the now famous "seven objectives of education," and gardening can justly lay claim to an intimate acquaintance with every one of them.

But our age is restless; the best of terms and designations seem destined to last but a short time. "Objectives" and "projects" are the educational styles of yesteryears. "Activities" now appear to express our up-to-date pedagogical ideas.

Our boys and girls are eager for real things in education. We compel them to leave the great out-of-doors, teeming with life and opportunities for experiences of a bewildering variety (true, some of them harmful), and spend some of the most valuable hours of their lives with us as teachers.

And what are we doing for them? They come to us hungry for the bread of real life, and too often we feed them with the stones of a dessicated make believe.

Does the school think that the church is the chief recognized curator of conservativeness? Let it look to itself. Does anyone thoroughly conversant with our educational institutions, methods, and results, really think that that old foggy "formal discipline" is actually laid to rest? Hardly!

The school-garden is the out-door laboratory in which our pupils work out some of the many

problems with which nature is forever intriguing men. Our outlook and method is essentially that ordinarily recognized as "nature study." We try to teach our pupils how to grow successfully representatives of the various kinds of plants—flowers, vegetables, bulbs, trees, shrubs, etc.

Of annual flowers we grow chiefly: aster, zinnia, calendula, stock, pansy, snapdragon, nasturtium, larkspur, California poppy, scabiosa, centaurea, etc. Among the perennials, we prefer aster, delphinium, chrysanthemum, scabiosa, columbine, Shasta daisy, gaillardia, coreopsis, hollyhock, etc. With bulbs, our favorites are iris, dahlia, gladiolus, narcissus, ranunculus, freesia, and hemerocallis.

But what we are seriously concerned with in all this is that our pupils shall develop understanding hearts. We want them to learn how to observe accurately, to recognize the operation of that great law of cause and effect, which has brought so much of profit to mankind, and to reach proper conclusions from their observations and experiences.

THE school-garden offers one of the most available sources of nature-study material for class study. Sooner or later the school-gardener encounters most of the forms of plant and animal life which efficient care of the home grounds makes it necessary for one to understand. Gophers, snails, slugs, red spiders, cut-worms, tomato worms, ants, aphids, mealy-bugs, thrips, scale insects, cabbage butterflies, corn ear-worm, wire worm, rust, mildew, and nematodes are among the pests he must learn to fight

On the other hand, the pupil gets acquainted with those friends which are helping him to wage war on these pests—lady birds, syrphus flies, aphis lions, also well known insects like the honey bee, and a host of other interesting forms. The child is led to see nature as a vast population of all sorts of plant and animal life, each struggling for its existence—some working for man's interests, and many against him.

We study any and all of these things as we go about our work in the garden amongst these various forms. They are the incidentals of gardening, but at the same time afford some of its most valuable experiences.

Gardening offers wonderful opportunities for the exercise of many of those virtues for which Progressive Education is noted: Freedom to learn to do by doing, the development of initiative and creative spirit, the opportunity for making decisions for oneself, and to stand by one's decisions. Why has Education been so generally neglectful of this wonderful opportunity?

TENTH annual American Education Week, under sponsorship of American Legion, U. S. Office of Education, and National Education Association, will be observed November 10-16.

American Education Week each year includes Armistice Day. It is the purpose of this annual event to acquaint the public with the aims, achievements and needs of the schools.

The program emphasizes that broader ideal of education as set forth in the seven cardinal objectives of education: Health and safety; worthy home membership; mastery of the tools, technics, and



A view in a modern school, as pictured by John Clark Tidden, and here reproduced by courtesy of "The Platoon School". The modern discipline is achieved through creative activity and not through fear.

spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; ethical character.

The general program of the week, outlined day by day below, will be adapted to the needs of each state and community.

Monday, November 10—The Schools and the Enrichment of Human Life.

Tuesday, November 11—How Schools Promote Patriotism and World Understanding.

Wednesday, November 12—The Schools of Yesterday.

Thursday, November 13—The Schools of Today.

Friday, November 14—What the Schools Have Helped the Individual to Achieve.

Saturday, November 15—What the Schools Have Helped America to Achieve.

Sunday, November 16—The Schools of Tomorrow and the Future of America.

Two Perfect Records

THE first school system in the C. T. A. Bay Section to send in a 100 per cent enrollment of its teaching staff, in the C. T. A. for 1931, is the Piedmont School Department, of which Harry W. Jones is superintendent.

This is the eleventh consecutive year in which Piedmont has made a distinguished 100 per cent record.

The first record for the Central Coast Section is sent in by the teachers of Templeton Union High School in San Luis Obispo County; Fred A. Kelly is principal.

New Positions of California School People

F. P. Schroeter, who has been teaching in the Selma High School, has been elected principal of the Auberry High School.

L. H. Hamann, who taught a number of years ago in the Benicia Schools, has returned to the principalship there.

R. I. Lovett, principal of the Weaverville High School, resigned to accept the principalship of the Big Pine High School.

W. F. Manahan, principal of the Big Pine High School, resigned to accept the principalship of a junior high school in Compton.

Homer Martin, principal of the Santa Barbara High School, resigned to accept the district superintendency of the Burlingame and San Mateo high schools and junior college.

Sherman L. Brown, principal of the Chico High School, resigned his position in Chico to accept a position in the State Teachers College in San Francisco.

Frank Cummings, graduate student of the Stanford University, has been elected to the principalship of the Chico High School.

Walter Helbaum, who has been teaching for some time in the Dinuba High School, has been elected to the principalsip there.

George W. Culbertson resigned from Dinuba to accept a position in Southern California.

H. T. Ashford, Director of the Vocational Department of the Sacramento High School, has been elected principal of the Dunsmuir High School.

Ralph Doughty, principal of the Point Arena High School, resigned his position to accept the principalship of the Ferndale High School.

S. Pollock resigned his position in the agriculture department of the Galt High School to accept the principalship of the Point Arena High School.

Alfred Christensen, principal of the Ferndale High School, resigned his position to take work for his Doctor's degree at Northwestern University.

Stanford Hannah resigned his position in the Mendocino High School to accept the principalship of the Gridley High School.

Nell M. Parsons resigned his position as vice-principal of the Martinez High School to accept the principalship of the Mendocino High School.

F. A. Udden of Kingsburg has been elected principal of the Kerman High School.

P. E. Baker, principal of the Kerman High School, resigned to accept the principalship of the Lakeport High School.

Richard A. Hardin resigned his position as Director of Vocational Guidance in the Marysville High School to accept the principalship of the Live Oak High School.

H. A. Hunter, who has been employed as principal of the Live Oak High School, has resigned to accept a position in the San Francisco School Department.

Chester Griebling has returned to teaching

and has accepted a position in the Live Oak High School.

Glen Moseley resigned his position as vice-principal of the Sebastopol High School to accept the principalship of the Mariposa High School.

C. G. Bradford of Mariposa resigned the principalship to accept a position in Santa Monica Junior College in Southern California.

H. B. Long resigned his position as principal of the Princeton High School to accept the principalship of the Manteca High School.

G. L. Ogden, graduate student of Stanford University, has accepted the principalship of the Princeton High School.

Lloyd Sweetman, principal of the Middletown High School, resigned to accept the vice-principalsip in the Sacramento School Department. The vice-principal has been elected to the principalship of the high school at Middletown.

J. D. Kegler resigned his position in the science department of the Fortuna High School to accept the principalship of the Miranda High School.

T. J. Roesman, principal of the Miranda High School, has retired from teaching.

B. F. Wilson, principal of the Nevada City High School, resigned to accept a position in the Humboldt State Teachers College at Arcata.

Frank Coates of Covelo has been elected principal of the Nevada City High School.

Oliver E. Browne has been promoted to the principalship of the Newman High School.

Homer Hildebrandt resigned his position as principal of the Hopland High School to accept a position in the San Rafael High School.

Albert Nelson, vice-principal of the Hopland High School, has been promoted to the principalship.

W. H. Hudson, who was employed last year in the Martinez High School, has been elected principal of the Orland High School.

H. A. Sawyer of the Piedmont School Department has accepted the principalship at Orosi High School.

F. A. Bauman resigned as principal of the Orosi High School to accept the vice-principalsip of the Taft High School.

Walter Hixson resigned his teaching position in the Fowler High School to accept the principalship of the Raymond High School.

A. G. Sly resigned as principal of the Raymond High School to accept the principalship of the Weaverville High School.

Dr. E. W. Hauck resigned the district superintendency of the Reedley High School to accept a business position.

J. T. McRuer, who resigned as principal of the high school and junior college at Taft, has been elected district superintendent at Reedley.

J. R. McKillop, who was for the past ten years district superintendent of the Selma High School, resigned to accept the district superintendency of the Monterey High School District.

George Howden, Dean of Boys and vice-principal of the Selma High School, has been promoted to the principalship.

Verne Hall has returned to his position as principal of the Sunnyvale High School.

W. T. Walton, who has been vice-principal of

the Taft High School, has been promoted to the principalship there.

Arnold Joyal resigned the principalship of the Wheatland High School to study for his Doctor's degree. The principalship there has been filled by the promotion of Walter R. Smith.

Melrose Martin, district superintendent of the Ventura schools, resigned to accept a position as district superintendent of the Salinas High School District.

E. L. Van Dellen, district superintendent of the Salinas High School District, resigned to accept the district superintendency of the Ventura schools.

B. M. George from Stanford University has accepted the principalship of the junior high at Ventura.

Duncan Clark, principal of Templeton High School for a number of years, has accepted a position in the research department of the Ventura schools.

David Stouffer resigned his position as principal of the Norwalk High School to accept the principalship of the Whittier High School.

George I. Linn has been elected principal of the Woodlake High School, Dwight M. Bissell having resigned to take up the study of medicine.

L. E. Adams, district superintendent of the Burlingame Grammar Schools, resigned to accept the city superintendency of the San Bernardino schools.

Ray Holbrook, superintendent of schools at San Bernardino, has been elected superintendent of the Santa Cruz schools.

Lester Earl Henderson of Alaska has been elected district superintendent of the Burlingame Grammar Schools.

Ellsworth Deering, supervising principal of the McCloud schools, resigned to accept the supervising principalship of the Dunsmuir elementary schools.

H. C. Ray, vice-principal of the McCloud grammar schools, has been promoted supervising principal of the McCloud schools.

Harold Weaver, rural supervisor of research and statistics of San Mateo County, resigned to accept a similar position in the Taft elementary schools.

R. T. Neideffer, ex-principal of the Rio Linda Grammar School, will have charge of general supervision of the primary grades and industrial training in the Bakersfield grammar schools.

Miss Ona Ring of Lindsay has accepted the principalship of the Sherman school in Palo Alto.

L. S. Skelly is now principal at Covelo High School.

Charles W. Wiggins has been elected district superintendent of the Healdsburg grammar schools.

J. B. Hughes, principal of the Oroville High School for a number of years, resigned to travel in Europe.

J. C. Nisbet, Dean of Men of the Oroville High School, has been promoted to the principalship.

H. Polster, a graduate student of Stanford University, has been elected to a vice-principalship in the Sacramento school department.

Ralph H. Lehman, principal of the Crocker Junior High School, will be principal of the Roosevelt Junior High School.

E. G. Gallagher has been elected to the principalship of the Cutler Grammar School.

Earl DuLane from the Oakland School Department has accepted the principalship of the Calistoga Grammar School.

The principalship of the Delano Grammar School has been filled by the Earlimart principal.

Dr. P. Davis is the new city superintendent of the Santa Ana School Department.

Red Bluff is proud in the possession of a new \$110,000 grammar school. It was opened on September 15.

After the children had possession of it all day an open house was held in the evening when hundreds of the parents and tax-payers of the district inspected it and enjoyed the hospitality of the teachers.

J. B. Sweeney, for many years Superintendent of Schools in Red Bluff, was in charge. Mr. Sweeney has worked for a number of years to secure a new structure to take care of the needs of the district.

The Monroe and Lincoln Schools, which had been in use in Red Bluff for almost fifty years, will no longer be used. The new building is up-to-date in every respect, beautiful in its lines and constructed according to the latest requirements.

Trinity County Institute

AT the Trinity County Teachers Institute recently held at Weaverville, Miss Lucy Young, retiring superintendent, was presented with a generous gift from the teachers assembled, in token of their appreciation of her services for the past twelve years.

The resolutions expressed appreciation of her conscientious efforts to be of service to the teachers and schools of Trinity County.

Thanks were also given to the instructors.—Mrs. Little, Mr. Schussman, Arthur Gist, Mr. and Mrs. Glenn H. Woods, Edith P. Sappington, Ruth W. Hay, F. M. Duckles and Winifred Van Hagen.

It also resolved: Whereas, Trinity County is the only county in Northern California whose teachers do not attend the Institute of the Northern California Teachers Association, and

Whereas, the teachers would derive many more opportunities professionally by so attending,

Be it resolved that a questionnaire be sent to the teachers of Trinity County for the purpose of expressing their opinion as to attending institute next year in conjunction with the Northern C. T. A.; if the majority approve of such plan that proper arrangements be made by the county superintendent.

Helpful Recipes

MRS. EUGENIA WEST JONES of Los Angeles has contributed the following practical recipe for a non-injurious paste for children's use:

"Mix with one cupful of boiling water, three level tablespoonfuls of sugar, two level tablespoonfuls of tapioca and one teaspoonful of lemon juice; add a pinch of salt and enough cinnamon to give it a pleasant odor. Cook in a double boiler until it is very thick; when it cools it is ready for use."

Why Shift the Blame?

EMMA J. KAST, Girls Vice-Principal
Fullerton Union High School

MANY of us are likely to forget what we used to do and are ready to join the group that thinks youth is growing worse. We forget that it is our generation that is spending the thousands to advertise, and then we criticize youth for doing what some of us urge it to do. We are likely to fix our attention upon the minority and let ourselves and others forget the majority.

A girls adviser finds that much of her time is taken by only a few. The girl who comes from a well-disciplined home is seldom, if ever, sent to the office. Although the delinquent girl is in the minority, an adviser must give attention to her because the school's reputation depends upon the entire group. A few must not be allowed to undermine the morale or ruin the reputation of all.

Let us listen in and look into any dean's office just to hear about and see the few. Betty is sitting by the desk. She disobeyed and was impudent; she lied. There is absolute silence. Often silence is far more effective than words. The strain is too great. Betty strikes the desk with her fists and cries, "Why don't you scold me so that I can talk back? I did cut, and I did lie! I'm sorry." A few weeks later the mother of this girl makes false statements to the dean in order to shield the daughter. Betty is like her mother.

Mildred has been cutting and comes to the office with her mother. Mildred complains that she hasn't the freedom that others have. She speaks sharply to her mother until she is asked, "Mildred, are you forgetting that this is your mother? She is not speaking crossly to you." "She does at home," is the response.

Later, Mildred is called to the office again. The conversation in part follows:

"Do you think that your parents are too strict with you?"

"No, they are not strict enough."

"You have told them that?"

"Why no! I'd be foolish to do that, wouldn't I?"

Nell was adopted by an elderly couple. The mother died when the girl was nine. She kept house for her father and traveled with him from the Middle West to the Coast. They lived in many towns and left their bills unpaid.

Last September the girl wanted to enter high school, but the father said he could not afford

to send her. He went away to find work. No one heard from the father for several weeks.

The girl was placed in a home and entered school. Nell showed a keen interest in her studies and was anxious to catch up with the classes. Soon her interest lagged. Complaints came from the home in which she had been placed.

She did not do her work well. Three homes tried to help Nell. Each time the girl became more careless. She didn't want to stay long in any one place. She liked to move.

A father appeals for help. Since his daughter visited her mother last summer, he cannot make her mind. She uses too much make-up, and she won't study. He asks the dean to make Lucy mind and make her earn grades so that he can send her to college.

The Paddling Machine

Mrs. Brown receives a notice from the school and comes to see why her daughter is failing. "Jane must graduate! She has nothing to do at home. I don't ask her to wash a dish or make a bed. The teachers should make Jane study at school. The school should have a paddling machine."

When it is suggested that the parents do the paddling, the mother answers, "Oh, no, I never strike my children."

"Happy is the nation whose annals are brief." Such is the case with the majority of the girls. It is easy to write at length about the interviews with the exceptional girls and their parents, but the story is only about the few. They are interesting, of course, and it is a delight to see them make good, but we must not forget the majority.

Who is it that made the Dad and Daughter banquet a success? Who helped entertain the mothers? Who earned the money and did the welfare work? Who helped make the lonely girl happy? Upon these do we depend. We are proud of them and should speak of them more often.

The adviser of girls faces a real challenge today. She may strive hard to meet the challenge, but her effort will be in vain if she does not have the co-operation of the girls and the faculty and prove worthy of the loyal support of the principal and members of the board of education.

Blessed is the adviser who has learned to be patient, but not too lenient, sympathetic, yet firm, whose diplomacy and seriousness of purpose have not caused her to lose a fine sense of humor, whose open-mindedness and sound judgment have made her a confidential friend and a loyal associate.

How My Camera Helps My Teaching

ALTON L. HALL, *Martinez*

LAST summer, during attendance at Stanford, I demonstrated my newly-purchased "Memo" camera before a group of fellow-teachers, and found them much interested in its educational possibilities. One who is neither a photographer nor an authority on cameras, should be slow to rush into print about them, but the interest taken by professionals in the work of this camera and its companion projector is my excuse and guarantee.

Here is an outfit so inexpensive as to be easily within reach of the average teacher, with a camera so small I often carry it in my coat pocket, taking 50 pictures at one loading, for a total cost of about 3 cents per projected picture; and so simple of operation that even the inexperienced get good results.

Students are interested in seeing themselves portrayed on the screen. Herein lies a great opportunity for motivation in project work, high scholarship, or whatever the teacher may choose to foster. As a reward for good lessons and good behavior I frequently take a group for a Saturday visit to some industrial plant, park, airport, mine or other place of interest.

The subsequent reports by these students to the class are far more impressive and interesting if accompanied by screen pictures taken during the trip. Every film we show brings orders from the pupils for enlargements of the original movie-size pictures,—especially of the group pictures, thereby unconsciously deepening the impression.

On the last day of school before the Christmas vacation, when pupils would otherwise have

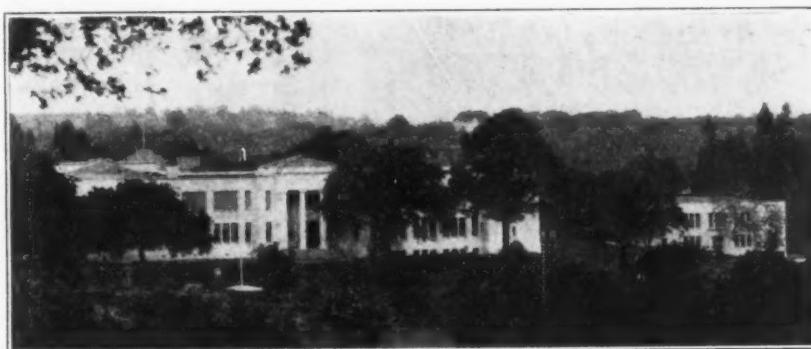
been restless and difficult to control, my classes at my suggestion broke up into several groups each, and put on stunts representing the things we had been studying. The result was a series of presentations of such subjects as: "What makes the barometer go up and down," "Evaporation requires heat," "How an amoeba eats," "How a paramoecium divides,"—in some classes as many as 17 representations in one period.

What dramatic talent, resourcefulness and imagination pupils will exhibit under such circumstances is known only to those who have afforded them a similar opportunity. The teacher in this instance was kept busy answering questions arising from their intense re-study of the text,—this time not for the purpose of acquiring knowledge or of passing an examination, but rather to be able to rightly interpret the subject to others.

At their request, we have since then enjoyed several similar reviews,—they are not called by that name, of course, and on each occasion the camera was used to record the happiest ideas. However, to make these pictures of value for further reviews, titles of the acts should be so placed that they will be included in the picture.

These uses by no means exhaust the list. When Sonny Ware came to school with a live tarantula in his hands, when Max Taylor allowed a big gopher snake to coil his neck and caress his cheek, when a student has discovered a fossil or presented an experiment outside the regular course, the feat has been preserved in picture form.

Teachers from other departments are coming to borrow the camera to catch many of the interesting events of our school life. How valuable these pictures become when material is desired for the school annual!



The Foothill School Review is a new and excellent bulletin, issued by the administrative department of the Los Gatos Union High School, and devoted to the interests of the schools of the high school district. The accompanying picture shows the Los Gatos Union High School. J. Warren Ayer is principal and district superintendent.

Student Control of a School

H. H. GLESSNER, *Principal,
Edison Junior High School, Berkeley*

PUPILS of a junior high school have demonstrated beyond a doubt that the regular routine work of the school can be administered successfully under pupil control. The entire faculty recently was visiting schools in neighboring cities. The pupils assumed entire charge of the regular classwork throughout the day. Not only did they conduct the regular recitations during the day but they took entire charge of the administrative work of the school, including the duties and responsibilities of the principal.

It was interesting to note the expressions of surprise both on the part of teachers and pupils when the idea was first presented to them at a meeting of the school during an assembly, where the plan was explained in detail. The idea met with ready approval and there was never a thought in their minds that it could not be done.

The pupils throughout the school were urged to express themselves frankly on the project and their advice and counsel was sought. They were consulted as to the best possible plan of organization and taken into the teacher's confidence. This appealed very strongly to them; they had the feeling that it was their school, that the faculty had explicit confidence and trust in them, and they were determined to make good.

Each teacher selected the representative who was to take her place in the school during her absence on "visiting" day. This pupil-teacher group met with the principal and was given careful and explicit instructions, and their duties very clearly defined. No further appeal nor instructions were given to the Student Body until the afternoon of the day preceding "visiting" day, when the faculty and Student Body met in Assembly and were told that the teachers were to turn over the keys of the building to their pupil-teacher representative, that the regular teachers would not be expected to report for duty until the following Wednesday, and that the school was entirely in charge of the pupils on what was known as "visiting" day.

The public was told that the entire faculty would be absent from school and that if they had any business to transact they were free to come and counsel with the pupil-teachers. The principal of the school was away a part of the day and his work was administered by the Student Body president. You might easily imagine

and rightly so that many people were interested in the experiment and visited the school, some of whom remained for lunch and were served in the cafeteria which was operated as usual. There was absolutely no doubt in the mind of everyone who saw the school in action but that it was conducted as orderly and as successfully in every way as when in charge of the regular teachers.

Through the teaching of civics, the Edison Junior High School has evolved what is known as its Traffic System. The pupils of the school, by means of a carefully worked out plan, have for a number of years directed the traffic in the halls and assumed entire control of the discipline of the school outside of the class-room. The responsibility that these young people have assumed has given them a poise, an independence, a confidence and an experience that can be attained only through actual participation in the project concerned. The civics classes have attempted as nearly as possible to pattern their organization after our city regulations, so as to fit themselves for community participation. This training for citizenship makes it possible for the school to conduct its regular class work in the absence of teachers, through pupil-teacher participation.

A Splendid Demonstration

Knowing that our pupils were equipped for self-control, the entire faculty was given a visiting day and the pupils took sole charge of the school. This gave the faculty an opportunity of visiting other schools in the Bay district and of bringing back into our school new and varied ideas. It gave our boys and girls an opportunity of demonstrating to the public that they can carry on successfully the work of their superiors when given a chance. And finally it showed the class-room organization on the part of the teachers. The regular class work was carried on throughout the school, every department in its usual order, just as though the teachers were present. The socialized recitation where thoroughly organized and directed proves its value.

In selecting pupil-teachers the faculty exercised great care, and selected leaders for their personalities as well as their scholastic standing. This coincides entirely with the business and professional world where personality and leadership play such an important part.

I HAVE been asked if all of the teachers were away from the school; let me say that every teacher was gone the entire day and the principal was away for the greater part of the forenoon. I am positive that my Student Body would be able to administer the school to my entire satisfaction without any adult present; my only excuse for remaining at the school was in case of some accident or emergency that might arise and bring criticism upon the department for throwing this responsibility upon immature people.

The question has been asked, "What was the purpose of this experiment?" Let me say that there were a number of reasons; it gave the teachers an opportunity to visit schools, to ob-

serve and to study outstanding work in other cities, and thereby improve their own departments; it gave the pupils an opportunity of proving to themselves and to the public that they have initiative and can carry responsibility if given a chance; it was also a fine opportunity to see how successfully the citizenship training given in the school, carried over into real life situations; and finally it demonstrated that the teacher's personality played a very important part in the class-room and is reflected in her pupils to a far greater degree than one would expect.

Real Training in Civics

The interest that was shown both on the part of the teachers and the pupils has been very gratifying. Various problems that have been brought back by the teachers are discussed in our faculty meetings and I am certain that the school will benefit from the discussions. A composition lesson was given in all of the English classes based on the pupil's observation of visiting day. These papers were written in all earnestness and sincerity and the topic was certainly a timely one. They were written with the greatest of care and their reactions toward visiting day were most interesting. They appreciated the trust that was placed in them and worked faithfully to give their very best. Their one plea was that this should be made an annual occurrence.

I consider the day a success from every standpoint and hope to make it an annual occurrence.

* * *

California Kindergarten Primary Association

Seventh Annual Meeting, San Jose, November 28-29;
Headquarters—Hotel St. Claire.

November 28

9:30 a. m.—Executive Board Meeting.

10:30 a. m.—Drives about city.

2 p. m.—Opening Session—Gold Room.

Address of Welcome—Walter L. Bachrodt.
Special Music.

Report on proposed legislation of interest to
Kindergarten and Primary teachers—Roy W.
Cloud.

Report of Legislative Committee—Mrs.
Eugenia W. Jones.

Report of Research Committee—Dr. Elizabeth
Woods.

7 p. m.—Get-together Dinner.

November 29

9:30 a. m.—Demonstration by Kindergarten
and Primary Classes of Hester School.

Exhibit of School Work.

10:30 a. m.—Discussion groups.

12 noon—Luncheon; Business Meeting; Ad-
journment.

Six Horses

Roy W. CLOUD

A DISTINCTIVE addition to the story of California is to be found in Six Horses. California's early-day history is most interestingly and graphically retold. It is seldom that anyone intimately connected with state or section of the country has been able to produce a work which carries with it the flavor and romance that can be found in this volume.

Six Horses, by Capt. William Banning and George Hugh Banning describes the routes and the vehicles used in early transportation in and to California. It also tells of the companies that were interested in bringing mail, express and passengers from the East to California. The illustrations are particularly interesting and show the old means of transportation.

The book is from the press of the Century Company, New York; \$4.

* * *

Extra-Curricular Activities for the Spanish Department

Roy W. CLOUD

VELYN MILLER, a member of the San Jose High School faculty, has prepared a 100-page handbook covering the extra-curricular activities for the Spanish Department in the San Jose educational system. It covers practically every phase of the activity which should be found in a modern high school. Suggestions are given as to how the procedure should be carried through. Aims and values are discussed and sources of material are listed.

The matters covered are all extra-curricular activities; clubs, assemblies, dramatics, newspapers, book exchanges, parties, music, socialized classrooms and games.

The book is dedicated to Walter L. Bachrodt, superintendent of schools, and Raymond B. Leland, principal of the San Jose High School.

* * *

J. M. Ray, principal of the Paso Robles Junior High, resigned to accept a principalship in the Bakersfield school system.

* * *

"Curtain Calls" by Constance Ferris, is a charming volume of poems, published by the Harr Wagner Publishing Company, 609 Mission Street, San Francisco.

A huge sense of humor concerning the exaggerations of passions, a pathos not entirely hidden by satire, gross realism, and exquisite sentiment—all these move one in her Californian anthology, a native chronology which has no counterpart in a new-born literature, to be recognized some day even by those who have, as yet, little understanding of glamorous California.

California Teachers Institutes and Conventions

November 24-26

Northern Section Joint Institute; at Sacramento; Amador, El Dorado, Sacramento, Sutter Counties and Sacramento City; Chas. C. Hughes and R. E. Golway in charge.

San Joaquin County Teachers Institute; at Stockton; Harry Bessac, presiding.

December 15-17

C. T. A. Bay Section Convention and teachers institute; at San Francisco; Mabel Ellis, presiding; Earl G. Gridley, secretary.

December 15-19

C. T. A. Central Coast Section Convention and teachers institute; at Santa Cruz; Edna H. Young, presiding; T. S. MacQuiddy, secretary.

C. T. A. Southern Section Convention and teachers institutes; at Los Angeles; Frank A. Henderson, presiding; F. L. Thurston, secretary.

The County and City Institute Districts of Southern California will hold separate or joint institutes on December 15, 16, 17, and join in the C. T. A. Southern Section convention sessions on December 18 and 19.

December 17-19

C. T. A. Central Section Convention and teachers institute; at Fresno; Fresno, Kings, Madera and Mariposa Counties and Fresno City; May R. McCardle, presiding; Louis P. Linn, secretary.

Kern County Institute; at Bakersfield; Kern County, Bakersfield City; Lawrence Chenoweth and Herbert Healy, presiding.

Merced County Institute; at Merced; C. S. Weaver in charge.

Tulare County Institute; at Tulare; J. E. Buckman in charge.

STATE COUNCIL OF EDUCATION
S meets at Hotel Alexandria, Los Angeles, **December 12 and 13.**



A school exhibit at the recent California State Fair, demonstrating the varied and practical nature of the modern activity curriculum. This exhibit, by the San Francisco Public Schools, under direction of Aaron Altmann, received much praise.



School Books and Others

Teachers are invited to contribute brief notes concerning literature that has been especially helpful to them in the course of their work or their leisure.

The Junior College Journal

THE JUNIOR COLLEGE JOURNAL," official organ of the American Association of Junior Colleges, published by Stanford University Press, makes its initial appearance in its October issue.

Dr. Ray Lyman Wilbur writes an introduction. Dr. Wilbur has long been a champion of the junior college movement.

"I look for a life of service and some turbulence for the Junior College Journal," says Dr. Wilbur in his introduction. "Its mission of information, its policy of open-mindedness and fairness, and its publication in the area where there is the greatest present activity in its chosen field, all speak for the importance of its creation."

Walter Crosby Eells, of the Stanford University Education Department, is editor of the new journal, and Doak S. Campbell, of Peabody College, associate.

The advisory board contains names distinguished in education and representing the entire nation; the journal is not limited to any one section. The style of the journal is brisk and readable, and the news element is featured. John C. Almack conducts the book reviews.

* * *

Recent Californiana

Roy W. Cloud

IT always is a pleasure for the Sierra Educational News to list and describe books dealing with California history, literature or tradition. A number of volumes covering one or more of these phases of our state have been received recently. Two by the same author, Mrs. A. S. C. Forbes of Los Angeles, are from the press of the Wetzel Publishing Company, 336 South Broadway, Los Angeles, and are for sale by that company.

The first is **California Missions and Landmarks**, El Camino Real. In this volume Mrs. Forbes covers in a comprehensive manner the history of California, from the earliest times to

the conclusion of the Mission period. In the four final chapters the state history of California is discussed and information is given concerning a number of historical localities and historical personages. The book contains 390 pages, illustrated; \$2.50.

The second book by Mrs. Forbes is called **Mission Tales in the Days of the Dons**. It is also for sale by the Wetzel Company at \$3. It contains a number of stories of the Mission days, particularly in the neighborhood of that fine old Mission, San Juan Capistrano. The stories have a historical foundation, are interesting and well-told.

The third volume sent by the Wetzel Company is the **Crimson Trail of Joaquin Murietta**, by Ernest Klette. This story deals with the life of California's most picturesque and desperate outlaw. Each chapter is full of interest and depicts the life of the early Californian in his search for gold.

* * *

Southern California at a Glance

NATIVE sons and daughters, adopted Ohioans, and also those countless millions east of the Rockies who hope some day to visit California, will one and all find abundant information in a new book recently issued by States Publishing Company, Ltd., 437 South Hill Street, Los Angeles.

"Southern California at a Glance" is the title. Teachers planning their vacations and especially the thousands who will attend the N. E. A. convention at Los Angeles next July, will find this book a guide that will help them outline their week-end or extended trips while in the Southern city and its environs. The book gives a complete list of the outstanding attractions of Southern California, locating and describing everything that appeals to the visitor.

This book is well worth while for use in the motor-car and the school because of the historical and geographic information about the southern part of the state.

Californians who wish to send information about California to their Eastern friends will find this to be a most practical Christmas gift. Price one dollar.

A Monumental History

THIS book "Origin and Development of the University of California*", has been termed a "cyclopaedia of the University"—so packed is it with valuable information concerning that institution. More than a comprehensive authoritative history of the University, it is also a record of one of the great enterprises in the history of higher education in America. It incorporates the history of that pioneer educational institution, the College of California, which in 1868 surrendered its corporate existence of many years, to become the inceptive part of the University.

The book traces in graphic manner every effort for a State University, from the time of the Constitutional Convention in 1849 to that time in 1868, when the action by the College of California made possible the great university which towers today on the grounds which the College donated to California for that purpose.

So far as the "College of California" is concerned, it is a story of devotion to higher education scarcely equaled anywhere in the westward movement of the American people across the continent.

In the first part of the book, (which consists of three parts, 720 pages, and nearly 300,000 words) there is much valuable information concerning the Public Schools of California during the first twenty years of the existence of the state.

The relation of the public schools to the university, not only in the earlier years but today, is so shown that together they comprise an educational system in which California may well have pride. Such has been the construction of the book that it contains incidentally considerable early-day California history of varied kind.

The antecedent history of the University is so given that it is linked informingly with that early historical educational movement which began with the government aid which had origin in the famous Ordinance of 1787.

That part of the book which covers the years from 1869 (when the University opened in the old College buildings in Oakland) down to March 1930, pictures the University in such a manner as to make it stand out as a growing entity down through the years.

The spirit of such men as Henry Durant, Daniel Coit Gilman, John and Joseph Le Conte, Martin Kellogg, Eugene Hilgard, Benjamin Ide

*By Dr. William Warren Ferrier, of Berkeley, was printed by the West Coast Printing Company of Oakland, and may be purchased from the Sather Gate Book Shop, Berkeley; \$5.

Wheeler, and many others who built their lives into the University, pervades this history from beginning to end. Its pages make them live again as they lived when they were giving themselves for its upbuilding and indicates in what manner their influence will abide through all its on-going years.

Further, the book is not merely one which sets forth principally the past. Several chapters are given to a comprehensive presentation of what the University is at present and its worth to the State in the education which it now offers to men and women.

Professor Leon J. Richardson, Director of the Extension Division of the University, has said: "No public library or school library in California can afford to be without this volume."

The Boston Post, one of the great daily newspapers on the Atlantic Coast, says: "It is difficult to pay adequate tribute to this stupendous work."

Joseph Rowell, for 44 years the University Librarian, now Librarian Emeritus and Archivist, says: "This history must be accepted as to statement of facts as final and definitive for the period covered."

* * *

With justifiable pride, the publishers of **Normal Instructor and Primary Plans** (F. A. Owen Publishing Company, Dansville, N. Y.) call attention to the fact that this leading teachers magazine is now in its thirty-ninth year; indeed the November 1930 issue will mark the beginning of its fortieth year.

During these four decades the name **Normal Instructor** has been one of ever-increasing importance in educational circles, and throughout this period the management has been in the same hands—truly a remarkable record.

* * *

Hispania is a California journal, devoted to the interests of the American Association of Teachers of Spanish, and edited by Professor Alfred Coester of Stanford University.

* * *

Spanish Book One. By Rose L. Friedman, Doris K. Arjona, and Esther P. Carvajal. A part of the Language, Literature, and Life Series, edited by Philip S. Allen. 512 pages. 158 illustrations. List price \$1.92. Scott, Foresman and Company, Chicago.

This is part of a new modern language series which presents each full year's work in grammar, reading and composition in a single book. In this one book the student finds the usual beginning grammar and composition work, carefully graded and accompanied by frequent reviews, interwoven with as much reading material as he can cover in the first year. With Spanish Book One in use, it will not be necessary to buy supplementary reading books. In addition, there are twenty brief chapters in English describing the life, customs, and traditions of Spain and Spanish-speaking countries. All of this work is carefully dovetailed together into a single cumulative teaching unit.

Play Space for Toddlers

MARGARETTA WILLIS REEVE

President, International Federation of Home and School; Chairman of Committee on Recreation and Physical Education for the Preschool Child, White House Conference on Child Health and Protection.

ONE of the greatest problems which city mothers have to face these days is that of finding safe play space for their children. The problem of the little preschool child's outdoor play is especially acute, for most cities until very recently, have not been awake to their responsibility in this matter and have not made special provision in their playgrounds for the toddlers. As a consequence, the older children use all the play space for their games, and the younger children, absorbed in their small affairs, are literally bumped and jostled out of the way.

Throughout the country, however, cities are beginning to recognize this problem and to include even the babies in their park and playground programs. In one southern city, for instance, the park department has provided a shallow wading pool for the exclusive use of the preschool youngsters.

Other cities provide sand boxes and such things in shady corners of some of their parks, and a few here and there are installing play fields with complete equipment in miniature.

But the provision of play space in some distant park or playground is not enough, for busy mothers may find the journey too long and too expensive to take very often.

In one of New England's industrial centers the problem has been, at least partially, solved by the use of portable playgronds which visit different parts of the city on stated days during the summer months. On playground day a side street in the district to be visited is closed to traffic. Slides, teeters, swings and other simple pieces of apparatus are set up by the park department. The festivities proceed under the capable direction of two recreation supervisors who travel with the playground.

Since this work is carried on during the vacation period, children of all ages come to join in the fun. Those who are old enough to play group games do so, but the play supervisors are careful to see that these games do not encroach upon the activities of the three-and-four-year-olds who have been brought out for their share of sunshine and fresh air.

H. H. Glessner, Principal of the Edison Junior High School, Berkeley, reports a successful "visiting day" which demonstrated beyond a doubt that the regular routine work of the school could be administered successfully under pupil control.

The entire faculty was away visiting schools in the neighboring cities and the pupils assumed entire charge of the regular classwork throughout the day.

Not only did they conduct the regular recitations during the day but they took entire charge of the administrative work of the school including the duties and responsibilities of the principal.

* * *

Belle L. Dickson, of the Humboldt State Teachers College at Arcata, conducts an Audubon Bird Club in the college elementary school. She states that each year leaves memories of pleasant outings, and while the members are thoroughly enjoying themselves, they are at the same time learning something of value about their immediate environment and developing a keenness of observation and an intelligent appreciation of nature.

Della B. Heisser, district superintendent of Turlock elementary schools, reports some excellent creative work during the past year. She states that the desire to write poetry is strong among children. We use this desire for creative expression, as a foundation on which to build language skills.

Our pupils are encouraged in their efforts to make verse, however poor the results may seem, for it is in these poor beginnings that the promise of improvement lies. The selection below is from work done under Clara Wassum's direction:

Imagination

I OFTEN see in my mind's eye,
Knights and fairies riding by.
Either armed or mounted for bloody fray,
Or armed with fun for a frolicsome play.
All these things race through my head
As I lie safe in my little white bed.

—KATHLEEN JANE SHANNON, Grade 8A.

* * *

Songs of Purpose: Elementary Music, by John A. O'Shea and E. Hershey Sneath, is a large illustrated song-book of 175 pages (\$1.32) published by the Macmillan Company.

It is one of a notable new series for elementary and junior high schools, with special emphasis upon character training and religious education.

* * *

Suicide and other one-act plays, by Conrad Seiler, is a book of 250 pages (\$1.50) recently published by Samuel French (811 West Seventh Street, Los Angeles). Seiler plays are clever and of high merit.

* * *

Mrs. Florence Keeney Robertson (M. A. 1929 University of Southern California) has an article on "The Historical Development of Evening Schools", in a recent number of School and Society, New York, edited by J. McKeen Cattell. The companion article of that issue is by Ray Lyman Wilbur, U. S. Secretary of the Interior.

Teaching Current Events

NITA C. JOHNSTONE

MR. J. C. PRICE, Principal of the University Heights Junior High School at Riverside, has written us as follows:

Since teachers colleges, teachers institutes, etc., have been laying so much stress upon the teaching of current events as an aid to citizenship, I am wondering if you might like to publish the enclosed article on this subject.

This article won first prize for the state of California in a recent nation-wide contest for teachers on the subject: "My Methods and Devices for Teaching Current Events".

The prize-winning article, by Miss Nita Johnstone, Head of the Social Science Department of that junior high school, is as follows:

In my seventh, eighth, and ninth grade classes in civics, geography, and history, we correlate current event study with our regular class-work at all times. Each student has his own copy of the current event paper and at least twice a week we use this paper much as we would a text-book.

I do not have all students give short unrelated items, but instead we follow up some of the important events from week to week. The students become interested and contribute freely to discussions. They tell the class what they heard on the radio or the vitaphone, or what they saw in the news-reel regarding "what we talked about yesterday in the current event class".

Student Chairman

Sometimes we choose a student chairman who announces the main subject for the next meeting, at which time he conducts the class, calling for reports of committees or of individuals, for readings, map or blackboard work, questions, and explanations.

Game

In our seventh grade "guessing game" a student comes forward and says, "I am thinking of a man who—" (here he tells an important fact he has read about the man, and perhaps he describes his personal appearance as a "hint".) The one who guesses correctly has the next turn, or the children may decide to give each one a turn.

Blackboard Contest

Sometimes three students are sent to the board to write answers to current event questions given by teachers or pupils. At a signal they begin to write. The winner is the one who completes his work first with no errors in subject-matter or spelling. After this group answers

two or three short questions, or one longer one, another group competes.

Original Cartoons

Ninth graders have made some fine original cartoons on the events of the day.

Current Event "Match"

The "current event match" is a prime favorite. Captains choose sides as in the old-fashioned spelling match. Lines stand on opposite sides of the room. The teacher gives a question first to one side, then to the other. Only one trial is given in answering, and a pupil who misses goes to his seat. Boys and girls read eagerly in preparation for matches and covet the honor of being "last on the floor."

Dramatization

Dramatization of current events and civic procedures fixes them in pupils minds, and they delight in "acting things out". In the election year, after reading up, the ninth grade civics classes dramatized the national political conventions, studying the platforms so that they could give campaign speeches, nominate candidates, etc. At the time of the general election they studied elections and voting methods, then conducted an election.

A Project

They read a great deal on the Indian question, and wrote officials in Washington regarding it, receiving some highly-praised letters and telegrams from the capital.

Some Results

After our current events study of last year several ninth graders decided to join the Junior Institute of International Relations as soon as they became eligible. Many became regular readers of papers and magazines. Many made surprising strides in breadth of outlook. This attitude is what we are after, because it is our youth who will eventually bring world peace!

* * *

Petroleum and Coal, the keys to the future, by W. W. Thom, Jr., is an important story, well-told and illustrated, and published by the Princeton University Press; \$2.50.

* * *

A Teachers Monthly Health Bulletin, issued by the welfare division of the Metropolitan Life Insurance Company, is available to California teachers and school officials who desire to make use of it. Address the Pacific Coast headquarters, 600 Stockton Street, San Francisco.

A limited supply of the first twelve numbers, bound in book form, is also available upon request. Dr. William P. Shephard is assistant secretary of this division and Alice C. Bagley is assistant superintendent of nursing.

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California Elementary School District Support

ALFRED E. LENTZ, C. T. A. Legal Advisor

I. Elementary School District Taxation

DURING the school year 1927-1928 the average elementary school district in California received as state, county and federal aid 19.9 per cent, 24.3 per cent and .2 per cent respectively of the total cost of supporting the district for that year. The district itself contributed the remaining 55.6 per cent. These figures tell eloquently of the burden imposed upon elementary school districts throughout the state. The burden has not decreased in the intervening years. On the contrary, the story of past years indicates that the tendency of the burden is to increase.

Good times or bad, prosperity or depression the district tax continues, for the laws of California compel its levy and collection. These laws then are of interest to those whose interest lie in the discovery of a means whereby the burden of the district may be eased.

For some years prior to 1921, the levy and collection of the major portion of elementary school district taxes was authorized by Political Code sections 1838 to 1840 inclusive. Political Code section 1838 was first enacted in 1917, and with the exception of an unimportant amendment in 1919, remained unchanged until 1927, when it was amended with dire results as will be shown later. It provided for the submission by the governing board of each elementary school district to the county superintendent, of an estimate of funds needed by the district for building purposes. The county superintendent was vested with the power to approve or disapprove the estimate. After the approval or disapproval of the estimate, the county superintendent transmitted it to the county board of supervisors.

The board of supervisors, if the county superintendent approved the estimate, was directed to then levy and collect a tax which, under the section could not exceed fifteen cents on the one hundred dollars of assessed valuation of property within the district, sufficient to raise the amount which the estimate indicated as necessary to be raised by district taxation.

Political Code section 1840, first enacted in 1909, provided for a similar estimate for maintenance or support purposes of the district. The estimate was made and submitted through the same channels, with the power of approval or disapproval vested in the county superintendent of schools, and the tax levied and collected in the same manner as provided by Political Code section 1838. No tax limit was fixed.

Political Code section 1839 prescribing maximum rates of tax for elementary school districts

has remained unchanged since its adoption as a part of the Political Code in 1872. Briefly it fixes the maximum elementary school district taxes for maintenance or support purposes at thirty cents on the one hundred dollars of assessed valuation of property within the district and at seventy cents for all other purposes.

Also enacted in 1872 were Political Code sections 1830-1837, inclusive, which, with but a few unimportant amendments, have remained unchanged. These sections allowed the electors of any elementary school district to vote taxes for school facilities, in addition to such taxes as might have been levied under Political Code sections 1838 and 1840, at elections called prior to July 15 of any year, at the discretion of the governing board of the district.

ALL elementary school district taxes were levied under the Political Code sections outlined above until 1921. In that year Political Code section 1612a, known as the "District Budget Law" was added. Incorporated therein was this provision: "All acts or parts of acts in conflict herewith are hereby repealed."

It seems to have been the intent behind the enactment of the section to provide for an intelligible and accurate indication of the amount of money elementary and high school districts would need and to fix the amount which would have to be raised by a district tax. It provided that the governing boards of all elementary and high school districts must submit, annually, on or before July 15, a budget to the county board of supervisors showing all estimated receipts and expenditures of the district for the ensuing fiscal year.

The amount of the excess, if any, of the estimated expenditures over the estimated receipts indicated the amount which had to be raised by a district tax. This was transmitted to the county superintendent of schools who could suggest changes and return it to the governing board which could either accept or reject the changes. Thereafter the budget was transmitted again to the county superintendent who was compelled to submit it to the county board of supervisors without change.

The board of supervisors was then required to levy a tax sufficient to raise the excess amount. No discretion was vested in the supervisors. The tax had to be levied and collected (*Esberg v. Badaracco*, 202 Cal. 110). The maximum rates of tax fixed by law were the only limitations on the amount which the governing board of a district could demand and receive.

The phrase "The maximum rates of tax fixed by law" is used advisedly. While there is a strong inclination to write "The maximum rates of tax fixed by Political Code section 1839", unfortunately this phrase cannot be used with any

security and the vaguer phrase must be used even though the reader must be left in doubt, as is the writer, as to what the maximum rates really are.

The District Budget Law (now School Code sections 4.360-4.374, inclusive), at the time of its enactment in 1921, was evidently intended to repeal and supersede all legislation in conflict therewith. It appeared evident that Political Code section 1612a, since it provided for a district budget covering "all purposes" for which a school district would need money, conflicted with Political Code section 1838, (now School Code sections 4.460-4.468, inclusive), which provided for an estimate of moneys needed for "building purposes" only and Political Code section 1840 (now School Code sections 4.480-4.485, inclusive), which provided for an estimate of moneys needed for the "maintenance of any school or schools" only. Furthermore the enactment enacting section 1612a expressly repealed all acts or parts of acts in conflict therewith. Unfortunately, however, those who drafted section 1612 did not, in the repealing clause thereof, enumerate those sections of the law which they desired repealed. Consequently no act or any part of an act was repealed by the enactment of section 1612a. The repealing clause possessed no merit in and of itself. The section itself repealed all conflicting laws enacted prior thereto. The question remained: **What laws were repealed by the section?**

SECTIONS 1838 and 1840 were apparently repealed by implication. The courts are the only bodies which have authority to declare the repeal of a law by implication so that in the absence of a court decision repeals by implication, though they may be clearly apparent, are not effective. No taxes were thereafter levied under either Political Code section 1838 or 1840 since, because under Political Code section 1612a, each district board was required to submit budgets covering the financial needs of the district for all purposes. The estimates provided for by sections 1838 and 1840 were apparently no longer required. This meant that the fifteen-cent tax for building purposes which had been fixed by section 1838 was no longer effective. With this restriction removed the only remaining tax limit for building purposes was that provided by Political Code section 1839, which was seventy cents. Under the Budget Law, therefore, the governing board of an elementary district could ask and get a seventy-cent building tax without the vote of the people in the manner prescribed by sections 1830-1837, which had been required while section 1838 was operative.

Due, however, to legislation in 1927, Political Code sections 1838 and 1840 were amended, although they had apparently been repealed by implication upon the enactment of section 1612a. Section 1838 was amended to make the submission of the estimate for building purposes compulsory and section 1840 was amended to include a statement that it should not be construed as repealing Political Code sections 1830 to 1839, inclusive. Since there had been no express repeal of those sections, the action of the legislature seemed to indicate that it considered

Political Code sections 1838 and 1840 as being in full force and effect.

In 1929, the School Code was enacted into law (Chapter 23, Statutes of 1929) and Political Code sections 1830 to 1837, inclusive, and sections 1838, 1839, 1840 and 1612a, were all repealed and the text thereof re-enacted respectively as School Code sections 4.410-4.434, inclusive, 4.460-4.468, inclusive; 4.490; 4.480-4.485, inclusive, and 4.360-4.374, inclusive. In order to protect the interpretations which had been theretofore placed upon the law and in order that the law might not in any way be disturbed, section 2 of the School Code reads as follows:

"The provisions of this Code so far as they are substantially the same as existing statutes, must be construed as continuations thereof, and not as new enactments."

At the same time Chapter 397 of the Statutes of 1929, (containing new sections 4.491 and 4.492) was enacted which provided that the maximum rates of tax provided for by School Code section 4.490 might be raised by a majority of a school district at any time to such rate as the district might determine.

The Attorney General in his opinions 7089 and 7089a, recently upset the scheme of things by arriving at the conclusion that the legislature by its amendments of Political Code sections 1838 and 1840 in 1927, "manifested its intention that both of these sections would be considered as being in effect." Therefore, reasoned the Attorney General, effect must be given to the provisions of Political Code sections 1838, 1840 and 1612a. To give effect to all three sections, so apparently conflicting, results in the Attorney General coming to the conclusion that, with reference to School Code sections 4.460-4.468 (formerly Political Code section 1838), the estimate required therein is a budget within the budget required by School Code sections 4.360-4.374 (formerly Political Code section 1612a), and that the tax limit of fifteen cents for building purposes found in School Code section 4.466 controls over the seventy cent provision found in School Code section 4.490 (formerly Political Code section 1839), since section 1838 was enacted subsequent to section 1839.

Giving the Attorney General's conclusion its full weight it follows that if the maximum tax rate for building purposes is fifteen cents and if School Code section 4.490 is inoperative as to taxes for building purposes, then the provisions of Chapter 397 of the Statutes of 1929 allowing the maximum rates of tax fixed by section 4.490 (formerly Political Code section 1839) are inoperative insofar as they attempt to permit the maximum tax for building purposes prescribed by section 4.490 to be raised.

Shortly after giving out his opinions 7089 and 7089a, the Attorney General issued another opinion (No. 7224) holding that if the voters of an elementary school district desired they need not be hindered by any tax rate at all. Any tax rate voted under the School Code sections 4.410-4.434 (formerly Political Code sections 1830-1837, inclusive,), by the electors of an elementary school district is in addition to the

maximum rates of tax fixed by School Code section 4.490.

IT is rather obvious that the opinions of the Attorney General which have been referred to can find little or no support in the law. To say, as the Attorney General did in his opinions 7089 and 7089a, that sections 4.460-4.468 (formerly Political Code section 1838), are in full effect is to twist and distort the law out of all semblance to its original structure.

The net result which obtains under the opinions of the Attorney General is that the governing board of an elementary school district must submit three budgets to the board of supervisors. The ridiculousness of this is obvious.

RECOMMENDATIONS

The following changes in the law are recommended:

1. The amendment of School Code sections 4.410-4.434, inclusive, (formerly Political Code sections 1830-1837, inclusive), to permit of the voting of taxes at any time during the year. This amendment is necessary in view of the fact that the present sections permit of the calling of an election only between January 1 and July 15 of any year. There is no reason why these limits should be set. The tax ought to be available whenever funds are needed.

2. The repeal of School Code sections 4.460-4.469, inclusive. As has already been explained, the district budget law (School Code sections 4.360-4.374) covers the same territory as do these sections.

3. The repeal of School Code sections 4.480-4.485, inclusive. The district budget law has antiquated these. As useless appendages they should be removed.

4. The amendment of section 4.490, if deemed necessary by school finance authorities, to fix a maximum tax rate suitable to modern times. The section has been the law without change since 1872.

5. School Code sections 4.490-4.492, inclusive, which relate to the maximum elementary school district tax should be shifted to follow School Code section 4.374. This will result, if this and the other suggestions made above and those made in connection with high school district taxes, are followed, in the placing of the entire elementary and high school district tax law in a few, simple, compact sections. It will also aid in the removal of all cause for a repetition of the present controversy in school district taxes.

II. The Burden of Support

A. State Support

ARTICLE IX, section 6, of the Constitution requires the legislature to add to the state school fund for the support of the elementary

schools of the state an amount which will provide, in each school year, not less than \$30.00 for each pupil in average daily attendance in the day and evening elementary schools, during the preceding year. While this provision fixes the minimum amount, the **legislature has never provided more than the bare minimum.**

Complying with the mandate of the Constitution the legislature enacted the provisions of School Code section 4.1 which provides that the state controller shall transfer annually from the general fund of the state to the state school fund \$30.00 per pupil in average daily attendance in the day and evening elementary schools during the preceding school year plus one-half the excess cost of educating physically handicapped pupils by the elementary districts in the various counties but not more than \$100 for each such pupil.

By School Code section 4.762-1, there is also transferred one-half the excess cost of educating pupils in twenty-four-hour elementary schools by the elementary districts in the various counties but not more than \$100 for each such pupil.

The total amount which the state contributes through the provisions of law referred to above constitutes but **19.9 per cent** of the total sum necessary to maintain the elementary school system. An increase in the state's contributions involves the amendment of School Code section 4.1 only. It has been pointed out that there is no constitutional provision which fixes a maximum for state support and that the constitution fixes but a minimum.

B. County Support

The minimum share of the burden which each county must assume of the cost of supporting the elementary school districts within it is fixed, as is the burden of the state, by section 6 of Article IX of the Constitution. The minimum annual contribution of the counties as fixed by constitutional provision is thirty dollars per pupil in average daily attendance in the day and evening elementary schools during the preceding school year.

The legislature, in carrying out the mandate of the constitution, has not required the various counties to provide more than the minimum. School Code sections 4.160 and 4.161 provide that the county superintendent of each county shall estimate the amount to be raised by his county by allowing \$30.00 for each pupil in average daily attendance in the elementary day and evening schools of the county plus one-half the excess cost of educating physically handicapped pupils in the elementary schools of the county with a maximum of \$100.00 for each such pupil. The total arrived at is compared with the amount to be received by the county from the state school fund and the larger of the two amounts is the amount which the county must raise. The proportion of the total cost of maintaining the elementary school system which the counties are thus compelled to bear is 24.3%.

(Continued on Page 64)

State Printing of School Books

(Continued from Page 11)

to the people who pay the county and district taxes.

4. The dual method of providing books in the state is inefficient and uneconomical.

II. Conclusions by Davis

Percy R. Davis, also graduate student at the University of California and now Assistant Superintendent of Schools, Santa Ana, has made a masterly and authoritative study of "State Publications of Textbooks in California" (published in book form by the California Society of Secondary Education).

The final conclusion reached in Dr. Davis' study is: that, when all costs, direct and indirect, are included, the probabilities point to an actual loss rather than to the possibility of any financial gain to the State resulting from the state publication of textbooks;

That the total cost of textbooks is relatively insignificant and that no more valuable educational agency per dollar invested is to be had;

That, even were there a saving to be shown in the state printing of textbooks, the possibility of comparatively slight financial savings should not be permitted to curtail an ample, regular and unrestricted supply to the schools of the best modern books produced;

That the policy of state printing operates in this State seriously to curtail such a supply of books and otherwise to retard educational progress;

And that, for these reasons, state publication of textbooks in California cannot be defended upon either financial or educational grounds.

III. Resolutions

The following resolutions by the Committee were unanimously adopted by the Superintendents Association:

Whereas, All the evidence submitted based on an impartial investigation of the whole question of state printing of school books points to the need for the **repeal** of

the present state law and opposition to any attempt to extend it;

Resolved, That the Committee recommends to the Legislative Committee that they include in their legislative program a vigorous **objection** to the present state law providing for state printing of textbooks for elementary schools or any extension of the present law;

Resolved, That the Committee favors and recommends to the Legislative Committee the advisability of carrying on an intensive publicity campaign in **opposition** to state printed textbooks.

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Two C. T. A. Section Council Meetings

Roy W. Cloud

THE regular quarterly session of the Southern Section Council, California Teachers Association, was held in the auditorium of Belmont High School, Los Angeles, Saturday, October 11, President Frank A. Henderson presiding. In the absence of the secretary, F. L. Thurston, his assistant, Mrs. Taylor, acted as secretary.

Mr. Henderson in a few well-chosen words outlined some of the matters which had been discussed at the Superintendents Convention at Tahoe. He then called upon Miss Vivian Raybold who in an interesting manner recounted the high-lights of the National Education Association meeting in Columbus, Ohio. In ten minutes Miss Raybold covered most entertainingly the meetings and lectures of the delegate assembly. She was followed by Howard Hanna, President of the High School Teachers Association of Los Angeles, who presented in a forceful manner the obligations which the teachers of Southern California would have to meet in entertaining the National Education Association in Los Angeles in 1931. Mr. Hanna told of the things which were done for the delegates attending the Columbus meeting and explained that it would be the duty of Los Angeles to reciprocate. His report was interesting and well told.

Mrs. I. M. Moffat talked of the work of the committee in preparing the proposed tenure bill and outlined a number of the features which had been changed. At the conclusion of her report she asked that the State Executive Secretary be requested to discuss the matter more fully. This suggestion was followed and for a considerable period all of the proposed changes in tenure were discussed and almost unanimously the changes were approved. The Southern Council made it clear that while they desire tenure for the teachers, they are anxious to have a bill which will be fair to the trustees and boards of education in the state. They expressed the belief that the governing officers of the different school districts of California were desirous and anxious to give the teachers a fair hearing in every case which might come before them, and were anxious to have any legislation so outlined that procedure would be clear and well-defined.

E. L. Van Dellen, a new member of the Council, who had been selected to fill the place of Melrose Martin of Ventura, talked about the desirability of requiring anyone who filed charges of immorality against a teacher to file a bond with the charges, the bond to guarantee the reliability of the accusations. No action was taken on this matter other than that it be submitted to the Committee on Tenure.

Superintendent A. R. Clifton, chairman of the

Committee on Units of Administration, gave a report of progress and outlined the work which his committee is doing. He told of the efforts of Dr. Proctor of Stanford and of Dr. Staffelbach of the California Teachers Association, in securing information which would be available in framing future legislation, but explained that the committee would make no recommendations concerning legislation governing school districts until the matter had been thoroughly studied and digested.

Superintendent Richardson D. White of Glendale, chairman of the Committee on Retirement, told of the employment of George B. Buck to prepare an actuarially sound bill, and after recapitulating a few of the ideas as they had been presented in the October issue of the Sierra Educational News, asked that the State Executive Secretary discuss the matter more fully.

This request was made an order of business and for a considerable time, retirement in all of its phases was under discussion. Practically all of the suggestions so far made by Mr. Buck were accepted, with the exception of that involving the years of service. On motion of Albert M. Shaw of Los Angeles it was the desire of the Southern Council that the state's portion of any retirement system should be given to a retireant after thirty years of service. Mr. Shaw so moved and his motion was carried without any dissenting votes.

Mrs. Eugenia West Jones talked concerning proposals of changes in the law governing kindergartens but asked that no action be taken upon her proposal at this time.

On motion of Robert A. Thompson, seconded by Mrs. Georgia Parsons, the president was instructed to send flowers and a message of sympathy to Mr. Thurston who was ill at home at the time and to Miss Gertrude Leland, a long-time member of the Council, who had recently suffered an injury, by falling.

Mrs. Parsons spoke briefly of the desires of the Los Angeles City Schools to have all of the teachers in the South assist in the entertainment of N. E. A. at Los Angeles in 1931.

A few matters of routine business were then presented and the meeting was adjourned.

ON Saturday, October 4, the Bay Section Council, California Teachers Association, met at the Hotel Whitcomb, San Francisco, with the President, Miss Mabel Ellis, presiding. E. G. Gridley, Section Secretary, called the roll and found all members or their proxies present. The minutes of the preceding meeting were on motion approved as printed.

Mr. Gridley brought before the Council the vacancy of Arthur Gist as a Section Council

(Continued on Page 60)

The Tahoe Meeting

(Continued from Page 12)

Ricciardi, chief of the division of city secondary schools, State Department, presided at the conference on problems in guidance.

The dinner session was under the direction of the California Congress of Parents and Teachers. Mrs. J. W. Bingham of Stanford University presided. The subject of the meeting was "The California Congress of Parents and Teachers". The main speakers were Mrs. B. C. Clark, third vice-president, of Sacramento, Mrs. W. J. Hayes, first vice-president, of Burlingame, and Mrs. Bingham of Stanford University.

The rural supervisors of the state had their dinner on the same evening. The meeting was under the direction of John G. Imel of San Diego County.

At Wednesday's general session Charles C. Hughes, superintendent of Sacramento city schools, presided; Miss Pansy J. Abbott of San Mateo County acted as secretary. Mrs. Louise Sooy, University of California, at Los Angeles, talked on personality, and Hon. Chester Rowell of San Francisco discussed present-day problems.

The Wednesday luncheon was under the direction of Superintendent William G. Paden of Alameda and was made up of the service club members in attendance. The talk at this meeting was one of the high-lights of the convention. It was an address on Joaquin Miller by Harr Wagner of San Francisco. Mr. Wagner made one of the best talks of his career and gave to his hearers an inspiring picture of the life and the works of the poet of the Sierras.

In the afternoon C. Ray Holbrook of Santa Cruz presided at the meeting of city superintendents; L. E. Adams of San Bernardino acted as secretary. The subject of the conference was "Keeping near to supervision". Speakers were: Lewis W. Smith of Berkeley; J. H. Bradley of Modesto; Paul E. Stewart of Santa Barbara; A. J. Cloud, chief deputy superintendent of San Francisco; and Dr. Nicholas Ricciardl of the State Department.

At the district superintendents meeting Homer Martin of the San Mateo Union High School District presided. Homer H. Cornick of Davis acted as secretary. The conference theme was "Specific responsibilities of a California District superintendent of schools", the following talking on different phases of the subject: W. E. Morgan; Thomas S. MacQuiddy of Watsonville, George C. Bush of South Pasadena, and J. A. Joyce of Taft.

County Superintendents Meet

At the county superintendents section Robert L. Bird of San Luis Obispo presided; Miss Perle Sanderson of Colusa acted as secretary. The subject presented was an analysis of the position of county superintendent of schools, his problems and trustees institutes. David E. Martin, superintendent of Alameda County; J. E. Partridge, superintendent of Butte County; and Sam H. Cohn, deputy state superintendent, discussed the subjects.

In the rural supervisors section Mrs. Mollie Platt of Stanislaus County presided: Jane Ward

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of Sonoma County acted as secretary. The subject was "Meeting the individual needs of children". Those talking to the subject were Doris Thornley, Tulare County; Mrs. Lillian B. Hill, State Department; and J. Harl Tener of Kern County.

In the evening the different universities had their college dinners. Forrest V. Routt presided over the California dinner. Curtis Warren had charge of the University of Southern California meeting; Mrs. Minnie M. Gray and Charles C. Hughes were in charge of the Stanford alumni.

On Thursday at the last general session Superintendent William H. Hanlon of Contra Costa County presided; Ethel I. Baker, district superintendent of Fruit Ridge, acted as secretary.

At this session Dr. Robert Gordon Sproul, President of the University of California, gave a wonderfully clear and interesting talk on the function and work of the University of California. He expressed his desire to be of service to the schools and children of California. He pledged his undivided interest to the problems of education and left with all of his hearers an idea of his sincerity and his desire to help in the great problem confronting the teachers of California.

Walter T. Helms took over the session at the close of Dr. Sproul's address and called the final business session of the California Association of Public School Superintendents to order. First was the election of officers. Last year Mr. Helms having been elected as president and Ada York of San Diego having been elected as secretary for a two-year period, there was no election for these two offices. F. F. Martin was re-elected treasurer for a two-year term and the following were elected for a three-year term on the Legislature Committee:

L. E. Chenoweth, David E. Martin, and M. A. Gauer.

Resolutions and the reports of the various committees were given at this session.

Among the resolutions were the following matters which were unanimously adopted: (1) favoring a state equalization fund; (2) favoring state and county support of the kindergarten integral of the elementary school; (3) urging that junior high schools be recognized and fully supported as an integral part of the secondary school system; (4) urging Item No. 3 on the November ballot which will give Legislature power to set the salary of the State Superintendent;

(5) Vigorously objecting to the present state printing of school textbooks and to any extension of the present law.

At the same time the California Association of Public School Superintendents was in session the Rural Supervisors Association met, with John G. Imel of San Diego in charge. Routine business was conducted in this session; at the adjournment by Mr. Helms and Mr. Imel the convention came to a close.

Mrs. Agnes Weber Mende, Yuba County Superintendent of Schools, reports a most enthusiastic conference of elementary teachers, recently held at Marysville.

The teachers, under the direction of Clara Kaps, professor of primary education, Chico State Teachers College, will make a contribution to the reading course which will be incorporated in the curriculum of the 17 Northern Counties.

Frank D. Silver (band leader, Marysville Elementary, Marysville Union High, and Yuba County Junior College Band and Orchestra) addressed the group on the value of music as an essential school subject, pointing out its benefits as a community service in activity programs and its citizenship values.

Yuba County rural schools were offered the assistance of Mr. Silver in establishing bands in their districts.

* * *

San Francisco Teachers College Alumni Association is planning a Tea to be held during Institute Week of the Bay Section. This function is to be held on December 16 from 4 to 6 o'clock (place to be announced later). An information desk for the alumni will be maintained during the Institute sessions, where tickets may be secured and where alumni members may register or secure or leave messages.

* * *

Richard Zeldler, teacher in the Galileo High School, has written an interesting article concerning some of the **By-Products of the Classroom** in which he declares, among other things, that when we all shake ourselves loose from catchwords and academic conventionalities and face the by-products of our classrooms; when both teachers and administrators get together (perhaps it might be well to invite representative students to our council) and talk over what the students respectively want, then something may happen.

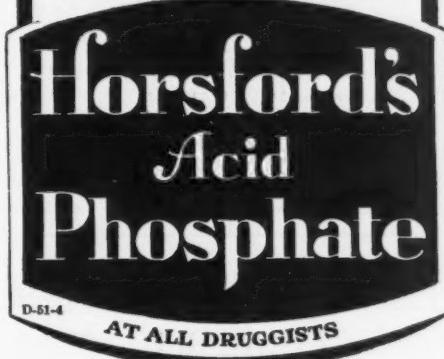
Whatever schemes may be adopted will be of minor importance. Far more important will be the differentiation of students who want to learn from those who do not. Present timid minorities of intellectually eager and critical students will come into the open, grow in number and in courage, and at last become the academic type.

Still more important will be the reconstruction of the whole teaching-testing-grading-graduating machine. The details of this reconstruction will be determined by conditions. But it will proceed in its totality from the simple and sensible, though revolutionary, assumption that students desire to learn.

When this assumption prevails, it will be evident that **the teacher's first duty** is to induce the student to judge his desire critically. What do I want to know? Why just this rather than something else? Can I learn this without first learning something else? What tools must I be able to command? What processes are essential? What is the evidence of success or failure? The teacher who works with the student in the sphere of such self-propulsion will not fail in the influence that his wider experience justifies.

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George Washington Bicentennial Celebration in 1932

HONORABLE SOL BLOOM of New York, associate director of the George Washington Bicentennial Commission, in a recent address over the National Broadcasting System, stated that the federal government has authorized the publication of all of the definitive writings of George Washington, which will be published as a memorial edition in approximately 25 volumes.

The great memorial boulevard between Washington and Mount Vernon is under construction and will be one of the most beautiful highways in all the world. A regional park system for the national capital, unsurpassed in America, is now authorized by Congress as a George Washington memorial.

In our plans, he states, it is proposed to foster and encourage in all parts of the country local, regional, and State celebrations. These celebrations the people themselves will organize. It is hoped that in 1932 there will not be a schoolroom or school building in the United States without its pictures of George Washington.

It is hoped that there will not be a school or a church or a home that will not display the American flag, with appropriate reminders of what it means in our national life.

Not only do we want to impress upon the Nation its debt to George Washington, states Mr. Bloom, but also our debt to other heroes associated with him. We want to remember those splendid men and women, many of them of foreign birth, who offered their lives upon the altar of American independence.

We want to remember Van Steuben, De Kalb, and the Muhlenbergs. We want to remember Carroll, Barry, Knox, and the host of other Irish patriots. We want to remember with gratitude Kosciusko, Pulaski, and other Polish heroes.

We want to remember Lafayette, Rochambeau, and De Grasse and all that other host of equally heroic men and women of the Italian, Swedish, Spanish, and other European races, who performed their parts so valiantly. Many of them came from across the seas to help the cause of the Colonies.

* * *

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Avard Fairbanks, sculptor, division of fine arts, University of Michigan, Ann Arbor, Michigan, has made a beautiful bronze medallion, commemorating the Old Oregon Trail. Persons who are interested in purchasing a copy may address Mr. Fairbanks.

Teaching Attitudes With Industrial Work

OWEN H. RICHELIEU, *Instructor of Industrial Work
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THE instructor who has charge of industrial work in the junior high school or seventh and eighth grades, has a rare opportunity if only he will grasp it.

It is an impressionable age. A creative age. A little later in the first flush of adolescence the boy's interest is diverted by the sudden newness of life's outlook, but at the ages of 11, 12, and even 13, a high peak of mature thinking is reached. A clear heady keenness is there and it is so valuable that not a moment of it should be wasted.

Almost without exception, the young boy likes to work with his hands. This, in itself, puts him in a receptive frame of mind for any suggestion the instructor might make. Far too often the shop is a place where disorder prevails and discipline is lax. This situation is more disastrous than it appears on the surface. Not only does it corrupt discipline in other departments of the school but it fails to make use of the great opportunity of inculcating a sense of mutual respect and responsibility.

Just as the class-room teacher realizes that he or she is most successful who teaches not only mathematics, grammar or history, but also something about how to live, so should the same thought carry over to the shop.

If, in the making of a magazine rack, for instance, a boy can be impressed with the importance of neatness and accuracy, he will have gained something that will be so far reaching in its results that it will still be bearing fruit when the magazine rack has been stored away in a dusty attic and forgotten.

There are many ways of getting these ideas across. Boys invariably absorb the atmosphere of a place. They will do neater and more accurate work in a shop that is neat and orderly. We have a large tool-rack against one wall. On this, each tool has its own definite place. Above the board is a framed quotation printed in large black letters, "A PLACE FOR EVERYTHING. EVERYTHING IN ITS PLACE." The boys admire the neatness of it and seem to take pride in keeping it so.

There is an inestimable value to be gained for the young boy through quotations. A few pertinent words on the front black-board are inevitably thought provoking. There is an inexhaustible fund of good ones.

Show me the man who can cut a clean shaving

as fine as a hair, and I will show you a man who has learned a great life lesson.

Nothing succeeds like success.

Education is to the soul what the sculptor is to marble.

There is always room at the top for top-notchers.

Sometimes a new quotation will call for an explanation. This time is not wasted. Its value lies in creating an atmosphere that is charged with ideas and that will make the hour in the shop not a narrow thing but broad and many sided.

Industrial work, as it is taught in the public schools, should not be regarded only as rudimentary lessons in a trade. It would be well to think of it as **an art**. Appreciation for fine workmanship in wood-work, metal-work and mechanical drawing might foster an appreciation for the fine arts.

To find a keen appreciation of the fine arts in a boy of 12 is the exception rather than the general rule. However, the persons who live most happily are those who have developed a keen awareness of the world around them and a deep sense of appreciation for that is a wealth which cannot be taken from them.

It is altogether desirable therefore to foster this in the school boy or girl. It is a process which cannot be accomplished in months, for it is something which grows gradually through a period of years.

The instructor of industrial work who fails to instill in his boys, the joy of accomplishment, the spirit of exultation for work well done, who fails to foster an admiration for fine workmanship or to impress upon them that, "A thing of beauty is a joy forever", has not grasped his great opportunity.

A little seed has power to grow into a great plant. So can the seed of appreciation planted in the young boy, though it may not in itself become creative, nurture a respect and admiration for the creative work of others.

Our great philosopher, John Dewey, has said that, "Education is taking advantage of the helplessness of the young", and we realize that this is altogether desirable. We who contact the boys and girls of 11, 12, and 13, should not fail to take advantage of the high peak of efficiency which they reach during these ages.

True enough, we are paid to teach them so much mathematics, history, grammar, or industrial work, but no matter how efficient we are, that alone does not make for success. We must try to give them more than that; something that will carry through life.

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Attention -- Certification!

DUE to the inability of experienced teachers to secure experience for the long-term renewal of administration and supervision credentials, the Commission of Credentials of the State Department of Education has decided that, beginning November 15, 1930, all administration and supervision credentials will be granted valid for five years, provided that teaching certification covers this period.

If local school officials assign teachers to positions for which they demand the administration or supervision credentials, such experience as verified by superintendents of schools, may be accepted for the long-term renewal of such credentials.

If teachers now holding administration and supervision credentials granted for a period of less than five years, will forward these credentials to the Sacramento office during the month of November, the date of expiration may be extended for five years from the date of issuance, provided teaching certification covers a corresponding period. This service may be rendered without fee provided that the credentials are received in the Sacramento office during the month of November and that they are accompanied by a stamped self-addressed envelope of legal size.

If, during the five-year period, holders of administration and supervision credentials are unable to secure experience for renewal as designated above, the credentials will automatically expire and may not be renewed. In order to secure new credentials, professional work, leading to the recommendation for the desired credentials must be completed in approved teacher training institutions.—MRS. EVELYN CLEMENT, Chief, Division of Teacher Training and Certification.

This magazine, a new service for West Coast teachers, with magnificent illustrations and clever teaching aids, will be welcomed

by teachers and pupils alike. Its purpose is to cover, systematically, the neglected field of western nature. The four numbers of the first year include "Frogs, Toads and Salamanders," "Birds," "Trees of Valley and Foothill" and "Weather". All told they will have more than 100 illustrations and 200 pages. The price is \$1.00 for the yearly volume of four numbers.

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SAN JOSE STATE COLLEGE, SAN JOSE, CALIFORNIA

Two Section Meetings

(Continued from Page 54)

member and of L. E. Adams as a State Council member, Mr. Gist having been elected to the presidency of the Humboldt State Teachers College and Mr. Adams having accepted the city superintendency of San Bernardino. The two places were declared vacant. On motion Miss Grace Carter of San Francisco was elected to fill Mr. Gist's place, and O. H. Olson of Burlingame was elected for Mr. Adams' unexpired term.

On motion of Dr. George Thompson of Alameda the Bay Section became a member of the World Federation of Education.

Miss Ellis next called upon Dr. Gwinn, President of California Teachers Association, who gave a most interesting talk on the happenings at the Superintendents Convention which had just closed at Tahoe and also outlined the proposals so far made for an actuarial Retirement bill. He also discussed Tenure as it has been proposed by the C. T. A. committee. Mr. Gwinn's remarks were timely and given in such a clear and interesting way that they were greatly appreciated.

Miss Ellis then called upon the State Executive Secretary who outlined the desire of the Association concerning the problems which Mr. Gwinn had touched.

A number of requests for section meetings at the coming Institute were received. A section on journalism was established.

Reports from Mr. Olney of the Legislative Committee, Mr. Muller of the Tenure Committee and Mr. Gridley of the Retirement Committee were received and filed.

No further business appearing, the meeting adjourned.

* * *

A committee of San Francisco teachers under the general Curriculum Department has recently prepared a supplement to the course-of-study in Number for the kindergarten-primary grades in the San Francisco public schools.

This is Curriculum Bulletin No. 4 and is published by the Board of Education. Superintendent Gwinn states, "I cannot commend too highly the achievement of this committee and the fine spirit of co-operation manifested by its members."

The members of the Curriculum Revision Committee are: Mrs. Della Petherick, chairman; Susie Convery, Josephine Saunders, Elvina Berard, Kathleen Smith, Esther Lewis, Flora Levine, Josephine Kane, Marguerite Maschio, Agnes Alves.

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A Great Manual

TEACHERS Guide to Child Development is a large illustrated manual, 700 pages, published by the California State Department of Education. It is for kindergarten and primary teachers and has been developed under the direction of the California Curriculum Commission. Mrs. Ruth M. Hockett was editor.

It is an extremely practical and valuable handbook, comprehensive and thoroughly modern. It will be widely and faithfully used by California kindergarten and primary teachers and will aid materially in the rapid and progressive improvement of these grades.

Do and Learn Readers

DO AND LEARN READERS, recently issued by the American Book Company, comprise:

A First Primer: Boys and girls at school.
Primer: Boys and girls at work and play.
First Reader: Our friends at home and school.
Second Reader: Stories of animals and other stories.
Third Reader: Interesting things to know.
Two teachers manuals.

The authors are Margaret L. White and Alice Hanthorn, general supervisors, Elementary Schools, Cleveland.

In this series project-activities are made the foundation for learning to read. They also furnish the subject-matter of the reading lessons. The method utilizes the child's creative impulses. The stories are fresh, absorbing, delightful. Provision for factual material, silent reading, work in phonics.

CHILD LABOR DAY in 1931 will be observed January 24-26. California teachers are asked to co-operate in the following ways:

By having the day observed in schools, churches, and clubs.

By asking groups which observe California Child Labor Day to make a contribution to the national committee.

By arranging a poster display and a table of California child labor literature at a library.

By taking a press story to your local newspaper furnished by the national committee.

Complete information may be secured by addressing the National Child Labor Committee, 215 Fourth Avenue, New York City.

A School Bird Club

BELLE L. DICKSON
State Teachers College, Arcata

AT our state teachers college elementary school, we have an activity program. There are a number of clubs, each with a definite purpose other than mere enjoyment. Of these, one of the most beneficial and far-reaching in its results, is our Audubon Bird Club.

Each year leaves memories of pleasant outings. While the members are thoroughly enjoying themselves, they are, at the same time, learning things of value about their immediate environment and developing a keenness of observation and an intelligent appreciation of nature.

This club makes a direct contribution to several of the important objectives of education. It contributes to **health**, by providing an incentive for out-of-door exercise; to **citizenship**, by teaching its members to protect all helpless creatures; and in some cases it develops a hobby, which serves in later years as a pleasant and profitable means of employing leisure hours.

The membership requirements are simple and easily met; but for the most part are taken quite seriously by the children. For example, one of our eighth grade boys last year refused to join because he was not convinced that sparrows should be allowed to survive.

In addition to bringing ten cents to pay for the bird pin and literature received, each prospective member must promise to protect the birds and to study them. Beginning with the third grade, the building of a bird-house by each child is encouraged.

Children of the first and second grades are helped to find a nest which they may "adopt", and may gain worthwhile information as to the nesting and feeding habits of bird friends.

"When a child has learned to love the woods, the fields, the flowers and the birds, and to call his horse and his dog his friends, he has added to his capacity for happiness a thousand fold."

Some of the outcomes gained through our study of birds are:

1. Interest in an activity carried on out-of-doors.
2. Feeling of personal responsibility toward helpless creatures.
3. Careful and accurate observation.
4. Appreciation of beauty in nature.
5. Greater interest in such school activities as: a, reading; b, oral and written English; c, creative work; d, geography; e, art.

A Pioneer's Last Stand

A SPRINGFIELD rifle bayonet, with the root of a tree grown through the hilt, was found recently by Chester Muller of Carson City, Nevada, while excavating to lay a water pipe in that city.

Further digging brought to light the skull and bones of a man but there was no rifle. The presumption is that some pioneer had made his last stand in the early 50's with nothing to defend himself but the bayonet, and was slain by the Indians.

* * *

Book of the Three Dragons by Kenneth Morris, published by **Longmans, Green and Company**, is a gorgeous illustrated story for children; beautifully printed and bound, it is a stirring saga of ancient days, told for the young people of today; an altogether admirable book. \$5.

* * *

Principles of Hygiene by Dr. Thomas A. Storey, director of the school of physical education and hygiene, Stanford University, is a college textbook of 485 pages, published by the **Stanford University Press**; 1930; \$3.50.

* * *

With the Flowers and Trees in California by Charles F. Saunders, with color illustrations, is a popular book of 300 pages, first issued in 1914 and published by **Robert M. McBride and Company**, New York. \$3.

* * *

The Missing Katchina, by Grace Moon, a good Indian story for children up to 12, is published by **Doubleday, Doran and Company** (1930; \$2). It is beautifully printed and illustrated, and is one of the lovely series of Indian tales by an accomplished writer, with pictures by her talented husband.

* * *

Hollywood Plays—(12 one-act plays from the repertory of the writers club of Hollywood) edited by Kenyon Nicholson and published by **Samuel French** of Los Angeles, New York, and London. A delightful collection; 325 pages; \$2.50. French's plays are widely used by the dramatic departments of California schools and colleges.

* * *

Tomboy, by Dinah Stevens, is one of **D. Appleton and Company's** stories for girls. It is a good novel of simple, human appeal; 280 pages; \$2.

Two Southern Records

THE Southern Section office reports two school systems whose teaching staffs have sent in 100 per cent enrollments in the C. T. A. for 1931,—

La Crescenta Schools, Guy A. Weakley, district superintendent, and

Needles Schools, John Branigan, superintendent.

Congratulations on these early records!

World Federation Education Associations

ALBERT F. VANDEGRIFT, *Belmont High School, Los Angeles*

FIETH biennial conference of the World Federation of Education Associations will be held in Denver July 27 to August 1, 1931.

The Federation was organized in July, 1923, at San Francisco under the general supervision of our National Education Association with Dr. Augustus O. Thomas, then Commissioner of Education in Maine, as president. In 1925, the second meeting was held in Edinburgh and in 1927 the third meeting was held in Toronto. The last meeting of the Federation was in Geneva in August, 1929.

Since the organization, Dr. Thomas has served as president and the remarkable growth and progress of the Federation are largely due to the splendid administration of his plans. Dr. Thomas is now devoting most of his time to the work of the Federation which has developed into a conference almost equal in number of delegates and interest to our National Education Association.

The purpose of the Federation is to promote a better spirit of international friendship and good will through the various educational institutions throughout the world. At the Geneva conference, delegates from over fifty nations were present and many important steps were taken to carry back to the various nations plans for promoting a better understanding of each others problems.

The Federation is working under the general provisions of the Herman-Jordan peace plan which has for its basic principle that world peace can best be established through the work in our schools. Dr. Thomas in sending out advance notices of the 1931 meetings, says:

"We hope to have the work of the Herman-Jordan committees so far advanced by the Denver meeting that we can print definite plans and specifications, or in other words, present blueprints of objectives, materials and methods of development for international understanding and good will in the spirit of the plan itself."

"While we hope to have as a feature an institute of international relations with outstanding speakers for various themes, we expect to make the report with the Herman-Jordan committees the outstanding feature of the Denver meeting. It is the aim of our Federation to fuse into one wisdom for the children of all nations the elementary lessons which the race has learned in its experiences."

"The nations of the world can no longer live independently and separately, so vital are the interests of one determined by the interests of all. We must come into a co-operative age and education must lead the way."

It is expected that the Denver conference will be very largely attended, as the **National Education Association meets in Los Angeles in 1931**. Teachers and others interested will have the unusual opportunity of attending two great conventions in the west.



Educate Youth for World Citizenship

Convention of Commercial Teachers

AMOST inspirational convention of the commercial teachers of the Bay Section was held October 11 at the Technical High School, Oakland. About 300 commercial teachers and supervisors attended the session, which was of the round-table type, the groups being divided as to their interest in the certain class of work there represented.

These discussions were led by the following: Bookkeeping, William E. Clayton, Technical High School, Oakland; Machine Calculation, Helen T. York, Part Time High School, San Francisco; Stenography, Blake W. Spencer, Roosevelt High School, Oakland; Typewriting, Mrs. Esta Ross Stuart, Berkeley High School; Junior Business Training, Laurance N. Pease, Stockton High School; Salesmanship, Gladys Mary Smith, Berkeley High School.

At the luncheon, Honorable Vierling Kersey, Superintendent of Schools of California, was the principal speaker. His self-analysis questions, "Where did you get your last new idea? When did you get your last new idea? Where are you going to go to get another new idea? Did you ever create an idea and give it to the field of business education?" produced much retrospective thinking then and there.

The round-table sections, which were enthusiastically received, were full of inspiration. The inter-sectional interchange of ideas and technique vivified the work of the entire unit. Dr. Kibbey, chief of the state bureau of business education, gave much impetus to the typewriting sections by an encouraging talk in reference to typing needs and values.

The convention was called by Henry I. Chaim, head of the commercial department of the High School of Commerce of San Francisco, president of the Commercial Teachers Association, Bay Section.

Credit should be given to John Edgemon, supervisor of commercial work of the Oakland schools; and to Edith Hunt, of the Roosevelt High School, secretary of the Association. To their spirit of co-operation much of the success of the convention is due.

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The National Council of Teachers of English at the annual meeting in Cleveland at Thanksgiving time will consider "a curriculum vertically integrated to develop the tastes and powers useful in after life." Sessions will begin on Thanksgiving afternoon with reports of several committees, followed in the evening by three addresses on the appreciation of literature.

In conformity with the theme of the convention, the address of the President, Miss Ruth Mary Weeks, of Kansas City, will be on "Educating the Whole Child." There will be section meetings on oral English, written composition, reading, grammar, adapting to ability, junior college, teachers colleges, junior and senior high schools, extra-curricular activities.

A significant international aspect of teaching will be furnished by a conference of European methods of teaching composition and literature under the chairmanship of Dr. J. H. Hanford, Western Reserve University.—Clara E. Ewalt, School of Education, Western Reserve University, Cleveland.

Elementary School Support

(Continued from Page 52)

It is true that counties may contribute a greater share if they wish to by virtue of the provisions of School Code section 4.171, which simply requires the board of supervisors to fix a tax rate sufficient to raise at the least the amount the county superintendent has estimated as necessary.

Naturally few counties do voluntarily increase their contribution; the remainder seem to be imbued with the human characteristic which delays the doing of anything which doesn't have to be done. If it is desired to increase the county's share of the burden the increase ought to be required by law.

C. Resume

State and county contributions to the cost of our elementary school system (furnished in the manner outlined above) constitute but 44.2 per cent of the total cost. Of the remaining 55.8 per cent, only .2 per cent is furnished by the federal government (mainly through the forest reserve fund) and the remaining 55.6 per cent is the bill which the districts must pay. The amendment of School Code sections 4.1 and 4.161 is the answer to the cry against ever-increasing elementary school district taxes.

* * *

Miss Lucy Ella Case is director of the Case Schools of Lip-reading of Southern California (including the former Los Angeles School and the Pasadena Studio of lip-reading) with offices at 625 Story Building at Los Angeles. She has four associates. Miss Case reports a noteworthy enterprise as follows,—

A young lady who has special love for the handicapped deafened boys and girls, dreamed and planned and worked, and overcame obstacles until the "charm of the impossible" became a reality, and the Blue Bird Camp was established at Friendship Cottage, high up in the mountains of Southern California.

Five girls from as many different towns gathered at Oak Glen for a month, and enjoyed the life that Girl Scouts have in the summer. In age they ranged from 10 years to 18 years. Their studies for five hours a day were in charge of the well-beloved Mary E. Rice, who has had great experience in teaching deafened adults and also deafened children.

* * *

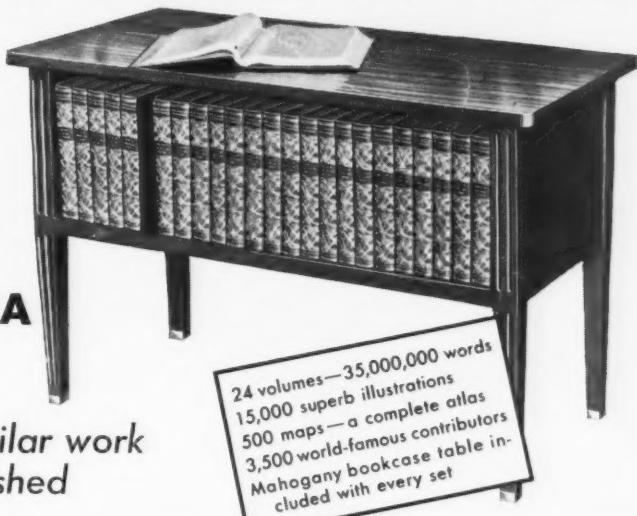
The Pacific Arts Association, of which Miss Alexandra Bradshaw is the president, will hold its seventh annual convention in Fresno on April 16, 17 and 18, 1931. The president is working very vigorously and ably in preparing an excellent program. Committees are practically formed and speakers are being arranged.—A. B. Clark, Secretary, Stanford University.

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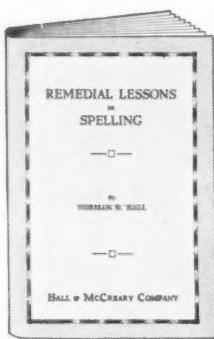
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A Cure for Chronic Spelling Ills

THIS BOOK IS A REMEDY FOR THE DEFECTS IN SPELLING which are so prevalent among advanced students. It is a series of directed steps in the spelling of those words which are so persistently misspelled by high school and even college students that they have come to be known as danger words or spelling demons.

In addition to listing the troublesome words which should be mastered because of their frequent use in writing, the book furnishes unique and helpful spelling aids and suggestions in a way which definitely impresses the correct spelling on the mind.

The following examples of the "spelling aids" illustrate how the correct spelling of words which ordinarily offer difficulty is impressed by calling attention to some characteristic of the word so that correct recall is assured:

- "If *vacuum* is pronounced in three syllables, *vac u um*, its spelling is not difficult."
- "If you pronounce *athletics* in three syllables, *ath let ics*, you will not be likely to misspell it."
- "Note that every other letter in *seceded* is an *e*."
- "Observe the *ear* in *heard*."

This type of "spelling aids" tends to establish the habit of looking for the unusual characteristics of words by which their spelling can be remembered.

One way to spelling mastery is never to write a word until the spelling of it is certain. So that the spelling of every needed word may be ascertained, this book provides an alphabetical list of most of the difficult words in common use. This list is intended to be used as a "Spelling Guide" in which the student may look up words he does not know how to spell, thus helping to establish the habit of correct spelling. For this purpose alone the book is worth more than it costs.

Remedial Lessons in Spelling is well printed and is bound in durable "rope stock" covers. Price, 16 cents a copy, or \$1.72 a dozen, postpaid; or \$12.00 a hundred, transportation extra.

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